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**GUIDELINES FOR THE**

**CUSTOMISATION OF MICS QUESTIONNAIRES**

**March 2017**

(updated July 2020)

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# INTRODUCTION

This document is intended to provide, to survey managers and other technical staff in countries conducting Multiple Indicator Cluster Surveys (MICS), an overview of the basic principles and approaches that need to be used for the customisation of standard MICS questionnaires. The document should be used together with the standard MICS questionnaires and other relevant survey tools, which can all be found on mics.unicef.org.

***Customisation*** (or adaptation) refers to the process during which the standard MICS questionnaires are tailored to the population/context where a MICS survey is being conducted (that is, a national MICS survey, or a MICS survey conducted for a population group or for a selected area within a country), using standard principles and approaches, while maintaining global comparability of the indicators that will be derived from the collected data.

The customisation process is by no means an easy and straightforward one. Without a detailed understanding of all the standard MICS survey tools and of the general principles and recommendations of the MICS programme, customisation of MICS questionnaires should not be attempted at country level without the assistance of a MICS expert. During the customisation process, it is also critical that lessons learned from previous data collection activities, including a previous MICS, are used effectively, and wherever necessary, tools are tested before final decisions are made. Testing may include organised pre-testing, field testing, piloting, and in some cases, cognitive testing. Analysis of raw data from previous surveys and data collection activities, as well as results from these efforts should also be undertaken for successful customisation of standard MICS questionnaires.

The standard MICS questionnaires in question (and covered in this document) are:

* Household Questionnaire
* Water Quality Testing Questionnaire
* The Questionnaire for Individual Women
* The Questionnaire for Individual Men
* The Questionnaire for Children Age 5-17 and
* The Questionnaire for Children Under Five

Customisation covers the following types of changes to the standard MICS questionnaires:

1. ***Country-/Survey-specific modifications*** to already existing standard MICS questions and response codes as described in this document,
2. ***Deletions*** from the standard questionnaires, and
3. ***Additions*** to the standard questionnaires.

As further explained in this document, certain parts of the standard MICS questionnaires *must* be modified. Therefore, (a) above applies to all MICS surveys. Indeed, in several instances, the standard questionnaires include clear directives that a change or modification must to be made. These cases are indicated using red text such as “the civil authorities” in BR2 or “Local name for clear broth/clear soup” in BD7[C], and, questions or full segments of module that are not applicable in all settings, in green colour, e.g. malaria-related questions in the Care of Illness module. Please customise for red, include or delete for green and then change font colour to black.

No MICS survey is recommended to retain all the modules and questions of the standard MICS questionnaires. First, there will always be some topics that will not be relevant in certain countries or regions, such as female genital cutting, polygyny, or malaria – which are all topics that are applicable in (relatively) well-defined regions of the world.

Second, decisions on the content of any MICS survey will ideally be made as a result of a thorough data gap assessment, generally based on the List of MICS Indicators, and, for example, when information is available from other recent data sources, certain modules or sets of questions will be dropped. The process and analysis involved in a comprehensive data needs assessment will vary, but is a crucial step in determining the content of the survey.

Determining what to exclude from the survey is a balancing act that should take data needs into account, but also learn from countless experiences of data quality issues as a result of overloaded questionnaires. Country priorities will guide decisions, but may also work against achieving an optimum questionnaire size if negotiations turn more political than technical.

A final consideration will also rest with the ability to implement an adequate sample size, as this is often constrained by budget on one hand and on the other the known data quality issues associated with large sample sizes. For instance, some indicators are difficult to measure in low fertility settings, demanding higher sample sizes or complicated sample designs. Unless such issues can be technically addressed, the exclusion of such indicators may be necessary.

In all MICS surveys, therefore, it is expected that (b) above will also be applicable.

Some MICS surveys may also add topics, modules and questions which are not already in the standard MICS questionnaires. These could include additions that the standard MICS questionnaires already point to (for example, adding household assets to the list already in the questionnaires), or additions of modules or sets of questions that are not covered in the standard MICS questionnaires.

From the onset of considerations of what could be added in the MICS you should know that you will be including questions or modules that are not part of the standard package. This will affect the technical support available as well as require changes and considerations throughout the package of tools available, from sampling, training, instructions, and data entry application to tabulations and reporting.

As with the above exercise of deleting from the questionnaires, your entry point should be the indicator list or, alternatively, the tabulation plan. Questionnaire design is secondary to the need for precise information on what such proposed additions would be measuring and how such would be presented.

Only when tabulations are clearly designed questionnaire design can commence. Some additions may only require that an extra column is inserted in an existing table, others could be simple replications, and at the other end of the scale would be entirely new topics that require extensive work. The Global MICS team remains open to and flexible to additions under the appropriate circumstances, but experience shows that interest in new topics often does not extend beyond presenting the idea of additional questions, leaving the Survey Management team with the whole responsibility of designing, collecting, and presenting the information and often resulting in significant delays.

Only questions that are previously well-tested and validated should be included. A full MICS is not the right tool to experiment with data collection. Results from questions that are not validated may be completely misleading without an understanding of what is being measured. In worst case scenarios, the additional effort may even reduce the quality of the rest of the survey.

Questions are often imported from other household surveys that have been conducted in the country. This does not necessarily mean that they are validated nor does it mean that such questions can work within the frame of a MICS. It is however a good place to start, but one should always consider the overall package of the MICS as a multiple indicator survey targeted at collecting data on women and children.

If additions are made, please ensure that formatting and coding follow the rules in place for the standard questionnaires. For entirely new topics it may be useful to build a new module and in other cases you will need to append to an existing module or insert within the existing flow.

# CONTENT AND FEATURES TO RETAIN

While this document is primarily about the customisation of standard MICS questionnaires, a certain amount of rigidity needs to be exercised when adapting standard MICS questionnaires to different contexts. Some features or content will need to be retained exactly as they are in the standard MICS questionnaires, to ensure internal consistency among various survey tools and to maintain (global) comparability. Indeed, a large number of questions and modules need to be kept exactly as they are during the adaptation process. Understanding what needs to stay exactly the same is important for successful adaptation at least as much as understanding what needs to be changed. In fact, retaining certain features and content of standard MICS questionnaires can also be seen as part of the customisation process.

MICS is a global household survey programme that is implemented in multiple countries and settings. Standard MICS questionnaires, together with the standard list of indicators, are designed to serve as a starting point for all surveys. As explained above, these standard questionnaires will need to be customised to each setting. However, during this process, several formatting conventions and questions need to remain intact in each survey.

There are several reasons why certain content and features need to be retained in all MICS surveys. In taking all customisation related decisions, these should be considered. The main criteria for retaining content and features of standard MICS questionnaires can be summarised as follows:

* Integrity of the survey tools

Decisions taken in one step influence others. Standard MICS questionnaires should not be seen in isolation from other standard MICS survey tools. In fact, there are various other survey tools that also use the same formatting and content as the questionnaires. For example, data entry programs use the question numbers that are in the standard MICS questionnaires. If changes are made in the standard MICS questionnaires to the question numbers, then the same changes will need to be made to the data entry programs. This will invariably increase the likelihood of errors in various steps of the survey process. Note that the same question numbers are also used in the tabulation syntax, in all the background documentation of the tabulation plan, indicator lists, all training documents, instructions for the field staff, and the like. To calculate the MICS indicators properly, you need to preserve the relevant questions and response categories as they are.

* Tested and validated questions

Unless indicated otherwise in this document, all the questions (and response categories) in the standard MICS questionnaires need to be kept in each survey exactly as they are shown. Changes/modifications are strictly not recommended as these questions have already been tested and validated exactly as they are, including, for instance, the ordering of questions in a module, and the exact choice of words. If certain changes/modifications are deemed necessary because of country-specific reasons, ensure to start a dialogue with members of the Global MICS Team to better understand implications of such changes, and/or how exactly these should be effected.

* Comparability

One of the essential features of the MICS programme is that comparability needs to be maintained between surveys in different countries and settings at various levels. If questions are changed to the extent that they are not comparable across countries, it will not be possible to generate comparable indicators from different settings. Even if questions have not been changed, but the question numbers have been changed, the data sets will be different from one survey to the other, making comparative analysis using multiple surveys a very painful process, and sometimes basically impossible.

* The quality assurance process

One might want to remember that there will be various experts involved in the implementation of the survey, as well as providing quality assurance support to all the surveys. Changing questionnaires beyond acceptable proportions will invariably make the quality assurance process much more difficult, and will also increase the likelihood of errors. A regional or global expert reviewing questionnaires, or reviewing tabulations or SPSS program syntax, will need to spend considerably more time to understand the changes made, ensure that the same changes are made in other survey tools, and interpret specifics in any survey tool in relation to changes in the questionnaires. At the least, changes in the questionnaires should be done in such a manner that they are visible, well documented and easily detected.

## General information

* Each module starts with question number “1” preceded by two letters indicating the topic. There are exceptions to this rule: 1) In the Questionnaire for Individual Men, where the coding from the identical questions in the Questionnaire for Individual Women is retained with an added “M” in front of the two letters indicating the topic, 2) similarly, the Chid Discipline and Child Functioning modules each have an additional letter, due to the modules being split over two questionnaires and 3) in the Household Characteristics module in the Household Questionnaire, where the first question is HC1A (customisation explained below).
* Question numbers appear in regular bold font (for example, “**HH1**”)
* Questions and introductions appear in regular font (for example, “On what day, month and year was (***name***) born?”) and must be read to the respondent.
* Italic text within parentheses in questions indicates that it must be replaced by the interviewer or will automatically be by the CAPI application using information already collected in the interview, e.g. “(***name***)” in above will automatically be replaced with the name of the household member.
* Questions that should not be asked to the respondent and must be completed by the interviewer have aqua or yellow coloured background and the question text is not in small capital letters. The yellow colour indicates questions that are automated in CAPI. When the questionnaires are filled on paper (in full PAPI or as CAPI back-up), question with yellow background should be treated as if with aqua background.
* Instructions to interviewers appear in regular italic fonts (for example, “*To be filled after the Household Questionnaire is completed*”).
* Text in **uppercase** letters are response categories and is also used when a filter question refers to a different module or questionnaire.
* **Questions are not expected to be customised** except for 1) parts indicated in red or green, 2) those specifically mentioned in this manual or 3) with comparable concepts that should be used instead of the original wording to ensure appropriate understanding of the concept in local daily use. Strong evidence for other country-specific appropriate changes are of course for discussion.
* Two types of response categories: 1) **Numeric response codes**: Only one response can be circled and 2) **Alphabetical response codes**: Multiple responses can be circled.
* Coding of ‘Don’t know’ and ‘other’ follow a standard:

In numeric response codes:

8, 98, 998, 9998 = DON’T KNOW / DK

6, 96, 996, 9996 = OTHER (*specify*)

In alphabetical codes where multiple responses are expected

X = OTHER (*specify*)

Y = NONE, NO ONE, or (additional) OTHER (*specify*)

Z = DON’T KNOW / DK

## Rules and Useful Tips for Customisation

While customising the survey questionnaires where a translation is involved, it is recommended that you

* + Check percentages of population speaking different local languages and consider translation to all major languages spoken among the survey population
  + Check previous surveys to see how the customisation was done
  + Consider the use of a language that could be understood by everyone
  + Pre-test the translated version to make sure that the questions are understood and the response categories are meaningful

Customisation of the Questionnaires, Modules, Questions, and Response Categories is necessary for at least two basic reasons:

* + No single country/survey is expected or recommended to use all modules in the standard questionnaires
  + No single standard questionnaire can accurately represent all human experience around the globe

Customise to country/survey needs, but do not compromise global comparability.

For implementation or questionnaire flow, check for all skips.

For data analysis, check for the indicators you need and ensure that all required questions to calculate the indicators are included.

Retain the standard question numbers even if some of the questions within the module have been excluded. This is especially to assist the stage of data processing and for having datasets which are globally comparable. It will also prevent skip pattern problems. It does not matter (for interviewers as well as the respondent) if the numbering is not completely sequential.

If new questions are added, do not assign question numbers that are already being used in the model questionnaire.

* If inserting between two standard questions, use A, B, C; e.g., HC12A, HC12B to be inserted between HC12 and HC13
* If inserting at the end of the module; continue from the last question; e.g., CP5, CP6 after the standard question CP4

Understand what response categories are attempting to capture. Country-specific response categories may be already there, under a different terminology. In the same vein, you may add terms to an existing response category to make it more country-specific. For example, in answer “B” of WS10, you may add to “Add bleach / chlorine” the commercial name of a common chlorine-based water disinfection product used in your country.

Use the pre-test to see:

* if changes have affected the flow of the questionnaires;
* if response categories are comprehensive; any answer falling into the “other (specify)” category of a multiple-choice question and that constitutes about 5 percent or more of all answers to that question should be considered as a serious candidate for a separate answer category of its own; and
* if translated questionnaires are working.

If not necessary, do not change ordering of modules or questions. Check with the Regional MICS Coordinator before attempting such a change.

It is very important that the eligibility criteria, usually expressed in age ranges, not be changed as changes may result in the inability to measure the indicator. Change can only be safe if done to capture a wider group, e.g. asking men questionnaire to age group 15-59 rather than 15-49 or asking Education module questions ED9-ED16 to age group 3-25 instead of 3-24.

# CHANGING/MODIFYING STANDARD MICS QUESTIONNAIRES

This section is intended to outline the major changes and modifications that may need to be made to the standard MICS questionnaires.

The following general rules need to be considered when taking decisions to making changes or modifications to the standard MICS questionnaires:

* If available, use the previous surveys implemented under global survey programmes like MICS and/or DHS to help customisation of the questionnaires, especially the response categories. Do not make changes to questions or response categories blindly per previous surveys; investigate the results and employ diligence.
* Always assess the implications of changes, in terms of (a) all other survey tools and (b) the technical aspects/validity; test rigorously, document, and modify all other relevant survey tools accordingly.

## Household Questionnaire

**Household Information Panel (page 1)**

Replace ‘Name and year of survey’ with the name and year(s) of fieldwork of the survey.

**HH1**

MICS uses anonymous cluster numbers. Use of real enumeration area codes from the sample frame compromises confidentiality. Therefore, anonymous cluster numbers (from 001 to xxx, depending on the total numbers of clusters) are assigned to each selected enumeration area. The sequential coding of the cluster number should therefore be retained in all surveys.

**HH2**

As with HH1 above, anonymous household numbers should be used in MICS surveys. Household numbers from enumeration areas, building numbers in the regular address system, etc. should not be used. Households selected in each cluster should be numbered from 01 to xx (depending on the size of the cluster) prior to fieldwork and these numbers should be used by fieldwork teams to complete the questionnaires.

**HH3** and **HH4**

Each field team member (interviewer, supervisor, measurer) should be assigned three digit codes prior to the start of the survey. In experience, such numbers can even be assigned at the start of the fieldwork training and no particular pattern is necessary, i.e. there is no value added to for instance assigning supervisors with number 001-099, measurers with 100-199, etc. If a few individuals change their positions during fieldwork, it is necessary that they retain the same code throughout the survey.

**HH6**

Normally, this is expected to remain as it is on the standard questionnaires. In some surveys, however, survey managers prefer to incorporate further detail in the classification of place of residence. In such cases, it is recommended that HH6 remains intact, but an additional question is added to capture the extra information. In accordance with the general rule of customisation described above, the new question would be numbered HH6A. For example, HH6A may read like this: Capital city (1), Other urban (2), Rural (3). In such a case, it is advisable to remove HH6 from the questionnaire, but allow the variable to be generated per standard in data processing, using the information collected in HH6A, i.e. recode HH6A=1,2 into HH6=1 and HH6A=3 into HH6=2.

**HH7**

Standard MICS questionnaires assume that regions are used as the main geographical or administrative divisions. Even when regions are used, the response categories should be replaced by the names of regions used in the survey. If other main types of divisions are used, such as states, provinces, districts, governorates, then HH7 should be modified to reflect this. In some cases, survey managers prefer an additional divisional identification in the questionnaires. If for example, in addition to regions, there is a request to also code the next level of administrative division, for example district, this then could be inserted as HH7A.

**HH8**

This question should be kept only if the survey is including a Questionnaire for Individual Men to be administered in a subsample of households. This question should be deleted if the Questionnaire for Individual Men is not included or if the Questionnaire for Individual Men is included and will be administered in all households.

As outlined above, if this question is deleted, question numbers for the rest of the questions in this section should remain the same; no re-numbering of the questions should be attempted.

**HH9** and **HH10**

Similarly, these questions should only be kept if the survey is including Water Quality Testing to be conducted in a subsample of households.

**HH11**

Hours and minutes are recorded in 24-hour format. As this is automatically collected by the CAPI application there is no need to change if AM/PM format is more common in the country. However, it should be stressed during training that 24-hour format should be used if paper questionnaires are filled, for instance when a tablet fails.

Hours and minutes are recorded at the start and end of each questionnaire and any customisation should be replicated to those questions as well.

**HH12**

Replace ‘National Statistical Office’ with the name of the agency conducting the fieldwork in your country. Estimate the approximate duration of an interview from the pre-test and replace ‘number’ with this estimate.

Normally, further changes to the wording of these sentences are not required. However, if this is deemed necessary, the meaning of the sentences should remain intact.

**HH46**

The categories of “Result of household interview:” should not be changed, even if other categories may be in use in other household surveys conducted in the country. The existing codes are used to calculate completion and response rates.

**HH50** and **HH54**

Delete these questions (the entire row) if the survey does not include the Questionnaire for Individual Men.

Delete the interviewer instruction ‘if the household is selected for Questionnaire for Individual Men:’ if the survey includes all men.

**Household Information Panel (page 21-23)**

**HH13**

See comments to HH11 above.

**HH14**

The response categories should include all language versions of the questionnaires.

**HH15**

All languages used by interviewers should be included here.

**HH16**

All major languages natively spoken by respondents should be included here.

**HH34** – **HH39**

These questions should be deleted if the survey does not include the Individual Questionnaire for Men. All skips to HH34 should be changed to HH40 (in HH29, HH31, HH32 and HH33).

If the Questionnaire for Individual Men is included and will be administered in all households only question HH34 should be deleted. All skips to HH34 should be changed to HH35 (in HH29, HH31, HH32 and HH33).

**HH42** – **HH45**

These questions should be deleted if the survey does not include Water Quality Testing. Additionally, the skip instruction in HH40 should be changed to HH45 and the skip instruction in HH42 should be deleted. The last instruction in HH45 should have the reference to the Water Quality Testing Questionnaire removed as well.

HH44 includes an instruction to interviewers that may need customisation if the survey management cannot ensure feedback on test results to local authorities.

**List of Household Members**

Check the definition of ‘household’ in use in your country. This will normally be the definition used in your census. Use this definition in the survey to ascertain the members of the households. Consult other MICS documents for definitions of households, such as the Manual for Mapping and Household Listing and the Instructions for Supervisors.

**HL5**

Check previous household data, census data, and consult experts: If dates of birth are unlikely to be known by the general population, you may remove this question. However, date of birth information must be collected in the individual questionnaires. If you remove HL5, you will also need to change the reference to this question in the instructions part of this module.

**HL7**

This information is needed only for the construction of indicators on malaria, in conjunction with the Insecticide Treated Nets module. Keep this question if you are including this module. Otherwise, remove this question.

**HL9**

Delete this question if the survey does not include the Questionnaire for Individual Men.

Delete the part of the instruction text stating ‘…and HH8 is yes’ if the survey includes all men.

**HL15** and **HL19**

The word ‘REGION’ in response codes 2 and 3 may need customisation to match the term used in HH7.

**Education Module**

Customisation should be founded on a description of the country’s education system including Early Childhood Education, detailing starting age, different levels, number of grades at each level, ISCED comparison, etc. This information is a required appendix (C.2 and C.3) to the Survey Plan and Budget.

All household members age 3 and above are eligible for the module. A few countries should change the lower age criteria to match the availability of pre-primary ECE programmes (see below). Some countries do not offer any programmes that includes organised learning at age 3. Such a change, e.g. changing eligibility from age 3+ to age 4+, should be matched by a similar change in the Under-five’s Background module

**ED4**

‘Early Childhood Education’, or ‘ECE’ as is the acronym used in the response codes throughout the module, may need customisation to better capture a broad array of such education that includes any organised learning at pre-primary level. This will depend on the terminology used in the country. Interviewers should be trained to distinguish. In question UB6 in the Questionnaire for Children Under Five, described later, examples should be included.

**ED5**

It is important to retain levels of formal school and not customise to, for instance, include various types of schools or degrees. As with all customisation, assess the impact with the broader implications in mind. This question is used to disaggregate results with the background characteristic of education level.

Any customisation to levels in ED5 should be replicated in ED10 and ED15 here in the Education module, as well as in

* WB6, WB10 and WB12 in the Questionnaire for Individual Women,
* MWB6, MWB10 and MWB12 in the Questionnaire for Individual Women, and
* CB5, CB8 and CB10 in the Questionnaire for Children Age 5-17

‘GRADE/YEAR’ may also need customisation to country-specific terms, such as ‘form’, ‘standard’ or ‘class’. If ‘grade/year’ is customised, this needs to be reflected in question text and response category headers and should be replicated in the questions in other questionnaires listed above.

**ED9**

The question uses the term ‘current’ school year. Current refers to the school year that is currently in progress and the definition is that a school year ends on the day before the first day of the new school year. For example, if a school year starts on September 1 and ends on June 30, we still consider all of July and August as part of that school year when we refer to ‘current’.

Nevertheless, it may improve the question to refer specifically to the ongoing school year if all fieldwork takes place while school is in session, i.e. February to April in the mentioned example. In such a case, you could change ‘current’ to ‘2016/17’.

If customisation is done, this should be replicated in ED10 (and ED12 and ED14 if included) in this module and in background modules of all individual questionnaires as mentioned above in relation to customisation of ED5. Additionally, a similar customisation should be made for references to ‘previous’ school year in ED15 and ED16, as well as in the background modules of the individual questionnaires.

**ED11** – **ED14**

These four questions ‘belong’ to the topic of Social Transfers. If this topic (and module) is not included in the survey the questions can be deleted.

**Household Characteristics Module**

**HC1A**, **HC1B** and **HC2**

Questions on religion, language and ethnicity should be adapted to the country-specific setting. These questions are intended to identify the sociocultural background of the households. Some sociocultural groups tend to be more vulnerable or disadvantaged than others. Depending on the criteria used in your country to differentiate between these groups, you may want to delete one or both of questions HC1A and HC1B if just one is sufficient, or add a similar question which uses a criterion other than religion, ethnic group or mother tongue. For instance, in some countries, asking about the nationality may be necessary to differentiate between various groups.

It is recommended to retain question HC2, as ethnicity is mentioned as part of the overarching principle of disaggregation of SDG indicators. Countries in which ethnicity is a highly sensitive topic and where such a question may harm the rapport between interviewer and respondent, the question should be considered for deletion.

Additionally, the question may not function very well in certain settings and a rewording may be useful to match already applied methods in household surveys in the country. For instance, a question such as “With what ethnic group does (***name of the head of the household***) mainly identify?” is acceptable if it has been shown to work better.

**HC4**

Adapt the response categories to include locally relevant floor materials and to exclude those not applicable. If some material commonly used in the country is similar to another already included in one of the answer categories, you may simply add that material to the line.

**HC5**

Adapt the response categories to include locally relevant roof materials and to exclude those not applicable. If some material commonly used in the country is similar to another already included in one of the answer categories, you may simply add that material to the line.

**HC6**

Adapt the response categories to include locally relevant wall materials and to exclude those not applicable. If some material commonly used in the country is similar to another already included in one of the answer categories, you may simply add that material to the line.

**HC7** and **HC9**

If available, use previous surveys implemented under global survey programmes like MICS and/or DHS to help customisation of these question. Do not make changes to response categories blindly per previous surveys; investigate the results and employ diligence.

Each survey should add to the list in HC7 at least five items of furniture, such as a table, a chair, a sofa, a bed, an armoire, a cupboard or cabinet, water storage tank, or other items that do not run on electricity.

In addition, each survey should add at least four additional household appliances so that the list in HC9 includes at least two items that even a poor household may have, at least two items that a middle-income household may have, and at least two items that a high-income household may have. Some possible additions are clock, water pump, grain grinder, fan, blender, water heater, washing machine, microwave oven, DVD player, CD player, camera, air conditioner, water cooler, sewing machine, etc.

**HC10**

You may add other personal items to the list.

**HC11**

It is possible to add an additional question (HC11A) with multiple responses allowed to capture which devices (desktop, laptop, tablet (or similar handheld computer). If included, a ‘no’ to HC11 should have skip instruction to send to HC12.

Do not include equipment with some embedded computing abilities, such as smart TV sets, and devices with telephony as their primary function, such as smartphones.

**HC12**

Similarly, to HC11, an additional question can be added to capture whether household members have a smartphone (computing ability, internet access, touchscreen) or a basic mobile phone (also called non-smartphone, feature phone or dumbphone – a phone that can do little other than make and receive calls).

**HC16**

If measurement units other than hectares are commonly used, adapt the question to allow for the recording of commonly used units, e.g. acres or m2. For example, if respondents are expected to sometimes answer in hectares and sometimes in acres, you may change the question and answer categories similar to this example:

|  |  |  |
| --- | --- | --- |
| **HC16**. How many hectares or acres of agricultural land do members of this household own?  *First record the unit of measurement. If size is less than 1, record ‘00’. If 95 or more, record ‘95’. If unknown, circle ‘998’.* | HECTARES 1 \_\_\_ \_\_\_  ACRES 2 \_\_\_ \_\_\_  DK 998 |  |

**HC18**

Add country-specific animals to the list, as appropriate, such as oxen, water buffalo, camels, llamas, alpacas, ducks, or geese. Do not add an unspecific category such as ‘Other (*specify*)’ or ‘Other fowl’ unless it is only for purpose of pre-testing. Such categories will generally be unusable in contribution to computation of wealth index.

**HC19**

In countries where mobile money services are very prevalent it may be helpful to add an additional question before HC19 to ensure that the respondent distinguishes between a traditional bank account and mobile services.

**Social Transfers Module**

If this module is considered for inclusion, please refer to Appendix C which gives detailed guidance on key considerations necessary at the onset and lists under which conditions the module is most likely to provide useful data.

The questions in this module are not expected to change. There is, however, significant and lengthy customisation work involved in selecting the individual types of transfers that must be included in the roster’s column headers.

Please note that questions ED11-ED14, as mentioned above, should be deleted if the Social Transfers module is not included in the survey.

**Household Energy Use Module**

The objective of this module is to collect information on fuels and technologies used the most time for cooking, space heating and lighting (i.e., primary reliance). The [Household Energy Use Catalogue](http://mics.unicef.org/files?job=W1siZiIsIjIwMTcvMDIvMDMvMTYvMjcvMjUvNTk5L1BpY3RvcmlhbHNfV0hPX0hvdXNlaG9sZF9FbmVyZ3lfVXNlX0NhdGFsb2d1ZV9TZXB0ZW1iZXJfMjAxNl8ucGRmIl1d&sha=57b4a452fcc0ac88) prepared by WHO should be used during the training of the fieldworkers and, later, the fieldwork staff should have access to this catalogue during data collection.

The categories of the questions EU1 and EU4 (cooking), EU6 and EU8 (space heating) and EU9 (lighting) are customised by removing the categories that are not applicable anywhere in the survey area and/or inserting local terms that are fully corresponding to the labels used in existing categories.

**EU6** – **EU8**

Certain countries may choose to omit these questions on heating if not applicable in anywhere in the country. However, if space heating is used in only certain parts of the country (e.g. mountainous), the questions should be kept. It is expected that in areas where space heating is not used, the last category will be chosen and the skip instruction will be followed.

**Insecticide Treated Nets Module**

This module should be deleted in surveys that do not cover malaria-affected areas.

**TN5**

The response categories will require adjustment. Please consult the national malaria control programme for assistance in identifying brands of mosquito nets and obtaining photographs and/or descriptions of brand logos to serve as aids in the field. You should insert the brand names of LLINs. You can also insert brand names of non-LLINs if such are prevalent enough to warrant attention, are commonly known and identifiable.

**TN10**

The question text in red, “local name of mass distribution campaign“, should be customised. The same name should be used in customisation of response category 1.

If more than one recent campaign is of interest, an additional response category may be introduced.

**TN12**

The response categories may require customisation, in particular “COMMUNITY HEALTH WORKER”, to match country-specific terminology. Many categories are repeatedly used across the questionnaires in questions relating to health providers, so mark this question for revisit in the customisation and pre-testing to ensure comparability with response categories elsewhere.

**Water and Sanitation Module**

**WS1** – **WS2**

From previous surveys and with expert advice, determine if any additional water sources are typically used in your locality and add these to the response categories in WS1 and WS2. Be sure to retain the categories (and delete only if you are certain that a category is not applicable in your survey) as well as the category headings shown in the questionnaire.

Category ‘72’, Water Kiosk, should be deleted if not applicable in your setting.

**WS8**

This question is optional. If delete, the skips from categories ‘2’ and ‘8’ in previous question should be deleted. The intention is to collect information about the main reason for inability to access water in sufficient quantities, but the MICS Programme is still reviewing evidence on whether the question in its present form would provide useful information.

**WS9 – WS10**

Questions WS9-WS10 are optional and only recommended for inclusion in order to calculate the indicator “Water Treatment” which is the “Percentage of household members in households using unimproved drinking water who use an appropriate treatment method”. This indicator was part of the MICS5 Indicator List (#5.2) but has been dropped from the MICS6 list. If desired, these three questions are required to be included.

However, please note that similar questions are included in the Water Quality Testing Questionnaire as it is essential to know this information and use it in interpreting the water quality testing results.

(B): Free chlorine may be used in the form of liquid sodium hypochlorite, solid calcium hypochlorite and bleaching powder (chloride of lime).

(D): Ceramic may include clays, diatomaceous earth, glass and other fine particles.

**WS11**

Any other usual types of facilities that do not fit into these categories should also be listed here. However, be sure to retain the categories (and delete only if you are certain that a category is not applicable in your survey) shown on the standard MICS questionnaire.

Category ‘21’, Ventilated Improved Pit Latrine (or VIP), should be deleted if not applicable in your setting.

**Handwashing Module**

**HW1**

If mobile objects such as a bucket, jug or kettle is not used by the population to wash or rinse hands you may delete response category 3. This should be deleted in question HW4 as well.

**HW3**, **HW5** and **HW7**

Adapt so that locally used cleansing agents (ash/mud/sand) are only included if in use.

**Salt Iodisation Module**

Salt containing 15 parts per million (ppm) or more of iodate/iodide was until recently considered adequately iodised, in accordance with an internationally agreed indicator for iodised salt consumption. However, due to unavailability of a test kit measuring just presence/absence of iodate/iodide, MICS previously recommended continued use of the existing kit, indicating 0, 0-15 and 15+ ppm. However, in mid-2019, an improved kit became available and MICS now recommends its use. The improved kit has only two categories: “No reaction” and “Reaction” (to test).

The previous kit will be phased out before 2020 and in the meantime, the standard questionnaire accommodates both the “old” and “new”: Questions SA1 and SA2 now has text indicated in red where customisation is required. If the improved kit is employed, response categories (and skip instructions) 2 and 3 can be deleted. If the previous kit is used, response category 5 (and skip) can be deleted. A similar necessary customisation is indicated in red in the instructions on the questions.

Regardless of this, ensure that you have the appropriate test kit(s) for the type of fortificant(s) used in your country.

Normally, testing for either iodate or iodide is adequate, however, in a few countries both types of iodised salt are commonly available. This is typically the case for nations or areas where all or a significant proportion of available salt is imported. It is necessary to discuss this with appropriate experts, i.e. either UNICEF nutrition staff at the Country or Regional Office, the ministry of health, or the expert group engaged to customise the Breastfeeding and Dietary Intake module in the Questionnaire for Children Under 5.

If both types of salt are prevalent in the country, you must test for both methods of iodisation. This will require the use of both types of test kits. The Salt Iodisation module must be customised to include the results of both tests; the first test should be on the most prevalent method of iodisation, as this will save lots of time in the field.

The following customisation example assumes that iodate is the most common method of iodisation, as this is the case in most countries. The example also assumes the new, improved kits are being used in the survey. Besides adding questions SA3 and SA4, the example indicates in red the changes necessary.

|  |  |  |
| --- | --- | --- |
| salt iodisation SA | | |
| **SA1**. We would like to check whether the salt used in your household is iodised. May I have a sample of the salt used to cook meals in your household?  Use blue-labelled test kit (iodate): Apply 2 drops of test solution, observe the darkest reaction within 30 seconds, compare to the colour chart and then record the result (1 or 5) that corresponds to test outcome. | **Salt tested**  0 PPM (No reaction) 1  Reaction 5  **Salt not tested**  No salt in the house 4  Other reason  (specify) 6 | 5*⇨HH13*  4*⇨HH13*  6*⇨HH13* |
| **SA2**. I would like to perform one more test. May I have another sample of the same salt?  *Use blue-labelled test kit (iodate): Apply 5 drops of recheck solution. Then apply 2 drops of test solution on the same spot. Observe the darkest reaction within 30 seconds, compare to the colour chart and then record the result (1 or 5) that corresponds to test outcome.* | **Salt tested**  0 PPM (No reaction) 1  Reaction 5  **Salt not tested**  Other reason  (specify) 6 | 5*⇨HH13*  6*⇨HH13* |
| **SA3***. Ask for a fresh sample of salt.*  *Use purple-labelled test kit (iodide): Apply 2 drops of test solution, observe the darkest reaction within 30 seconds, compare to the colour chart and then record the result (1 or 5) that corresponds to test outcome.* | **Salt tested**  0 PPM (No reaction) 1  Reaction 5  **Salt not tested**  Other reason  (specify) 6 | 5*⇨HH13*  6*⇨HH13* |
| **SA4**. *Ask for a fresh sample of salt.*  *Use purple-labelled test kit (iodide): Apply 5 drops of recheck solution. Then apply 2 drops of test solution on the same spot. Observe the darkest reaction within 30 seconds, compare to the colour chart and then record the result (1 or 5) that corresponds to test outcome.* | **Salt tested**  0 PPM (No reaction) 1  Reaction 5  **Salt not tested**  Other reason  (specify) 6 |  |

## Water Quality Questionnaire

**WQ1** – **WQ4**

Customise similarly to customisation done for HH1-HH4 in the Household Questionnaire.

**WQ14** and **WQ15**

Similar questions in the Household Questionnaire are optional (and can be used to calculate the “Water treatment” indicator. However, the inclusion of these question in this questionnaire is for their potential use in interpreting the water quality testing results. Especially when compared to the testing results obtained from the source and that of the household consumption point, the information about whether the household treats the drinking water and the ways they treat could be very useful. The questions should not be removed.

(B): Free chlorine may be used in the form of liquid sodium hypochlorite, solid calcium hypochlorite and bleaching powder (chloride of lime).

(D): Ceramic may include clays, diatomaceous earth, glass and other fine particles.

**WQ17**

Copy customised response categories of WQ1 in the Household Questionnaire.

## GPS Data Collection Questionnaire

This questionnaire is only applicable (in main fieldwork) in very rare cases:

* If cluster-level GIS data is unavailable for sampled clusters (Census EA maps are not digitised).
* If cluster-level GIS data has not been collected during household listing and mapping (No listing done, either because it is done during main fieldwork or because fresh lists of households already exists).

**GP1**, **GP2**, **GP3** and **GP4**

Ensure that correct number of digits are available for recording, by using the same customisation rules as for the same questions on the Household Questionnaire cover page.

**GP7**

Use the same customisation as done for HH7.

**GP8**

As above, ensure that an adequate number of digits are available. The number of digits should normally match those used for cluster number, unless additional data is collected.

**GP9**, **GP10** and **GP11**

Ensure that GP9, GP10 and GP11 are customised for recording of data possible in the survey. For example, only few countries can have both N and S Latitude recordings. For those that do have both, you may include instruction for operators to record the appropriate letter.

Please also customise the number of meters and degrees appropriate to readings in your sample. Keep five digits for decimal degrees.

## Questionnaire for Individual Women

This questionnaire should only be administered by a trained female interviewer. It includes modules and questions on sensitive and private topics such as victimisation, sexual behaviour, contraception and HIV/AIDS. The use of a male interviewer will result in the collection of unreliable information, jeopardise the administration of additional questionnaires and lead to refusals.

It is also strongly recommended that interviewers make every attempt to interview women in privacy.

**Woman’s Information Panel (page 1)**

Replace ‘Name and year of survey’ with the name and year(s) of fieldwork of the survey.

**WM1**, **WM2**, **WM5**, **WM7**, **WM9A/B** and **WM17**

Please see customisation instructions to HH1, HH2, HH3 and HH4, HH11 and HH12, HH16, HH17 and HH46 above.

**Woman’s Information Panel (page 48)**

**WM10**, **WM12**, **WM13** and **WM14**

Please see customisation instructions to HH13, HH14, HH15 and HH16 above.

**Woman’s Background Module**

If there is evidence that significant proportions of women who have attended lower secondary school might be illiterate, and if there is interest in the country to generate data on this, the filter can be changed to allow the literacy test to be administered to the lower secondary school attendants.

This is achieved by:

* adjusting the filter categories in WB2, so that only ED5=3 or 4 skips past the literacy test
* adjusting similarly in WB13, so that only WB6=3 or 4 skips past the literacy test

**WB5** – **WB13**

Questions and response categories should be customised to match adjustments made in the Education module (see above).

**WB14**

Arrange for cards with four simple sentences written on them pertaining to daily life. Give one copy of the card to each interviewer before fieldwork begins. If interviews will be conducted in more than one language, prepare cards for each language used in the interviews. The intention is to learn if the respondent is literate in any language. Adapt the list of sentences in the model questionnaire to include culturally relevant sentences.

Example sentences for literacy test:

1. The child is reading a book.

2. The rains came late this year.

3. Parents must care for their children.

4. Farming is hard work.

**WB17**

Response categories should be customised to match those used in HH7. In category ‘96’, the name of the country should be inserted.

**WB19**

The response categories should be verified to capture both insurance scenarios and terminology. Additional categories may be inserted as categories E, F, etc.

**Mass Media and ICT Module**

No changes are necessary.

**Fertility/Birth History Module**

These two modules are linked. There are several options for customisation, depending on the objectives and circumstances of the survey. Options are presented in detail in Appendix D. Please discuss these with the Regional MICS Coordinator:

**Desire for Last Birth Module**

No changes are necessary.

**Maternal and Newborn Health Module**

**MN2**

This question mention “antenatal” care for the first time. It is repeated in several places. Some countries use a different terminology, such as “prenatal”, in common language. Please customise the terminology if appropriate.

**MN3**

The categories of providers must be appropriately adapted and translated for the local context, based on the country’s health care system, experience from previous surveys, expert advice as well as the pre-test. It is important to maintain the broad categories shown here. We need to be able to distinguish between antenatal care provided by health professionals and care provided by others. You must give interviewers definitions of each type of provider during training.

**MN6**

The three measurements/exams specified provide the components of the MICS Indicator. However, additional content may be required by national policy and could be included in this question as additional sub-items, e.g. [D], [E], etc.

**MN7**

“a card” should be replaced if another terminology is used, e.g. “booklet”. The reference should target the common name of the most prevalent document.

**MN8**

Adapt the wording used to describe a tetanus toxoid injection, and any additional probing questions specifying the site most frequently used (in the arm or shoulder).

**MN16** – **MN18**

Questions MN16 to MN18 are only appropriate for malaria-affected countries. In other countries, these questions are expected to be excluded and a different skip is required in MN10 and MN11.

**When MN16 to MN18 are not used:**

1. Skips in MN10 and MN11 should all point to MN19.
2. Delete question MN16-MN18

Do not renumber the remaining questions in this module as this might easily lead to incorrect skips or problems in the questionnaire and unnecessary changes to the data processing tools.

**When MN16 to MN18 are used** make sure that SP/Fansidar is a well-understood terminology or change to appropriate daily use term, such as just “SP”.

Specifically for MN18, category C should only be included in countries that have programs for IPTp distribution through Community Health Workers.

**MN19**

Coding categories should be developed locally (if possible based on previous experience) and revised based on the pre-test. However, the broad categories must be maintained. Again, the focus is whether the person who assisted with the delivery was a health professional or another person.

**MN20**

Coding categories should be developed locally (if possible based on previous experience) and revised based on the pre-test. Make sure to maintain the broad categories, so that you can distinguish between private and public health facilities, or other places.

**MN27** – **MN31**

This set of questions is generally only applicable to settings where neonatal mortality is high and where there is a large proportion of non-institutional births. Additionally, the cord care questions should be used where there are large programmes that aim to improve coverage of clean cord care. Outside such settings, these questions should be deleted.

**MN28**

Customise categories per local practises, particularly if additional instruments are common.

**MN31**

Categories C, D or E may require deletion depending on common practises. Insert additional category(ies) if necessary.

**MN34**

If pounds instead of kilograms are used, adapt response categories to refer to pounds. If pounds as well as kilograms are used, adapt questionnaire to include separate categories for recording weight in pounds. Never allow entry of different units of weight in the same spaces.

The reference to “card” is in red for potential customisation, as some countries use different terminology.

**MN39A/B**

Coding categories can be customised locally and revised based on the pre-test and earlier experience. In particular, categories D and I are not common across the world and may require customisation or deletion. If feeding with breastmilk not from the mother, i.e. from a wet nurse, a milk bank, donor, cross-feeding, etc. is prevalent, you should add an additional category “BREAST MILK (NOT FROM MOTHER)”.

**Post-Natal Health Checks Module**

**PN14**

Coding categories should be developed locally and revised based on the pre-test. However, the broad categories must be maintained. Again, we need to know whether the person who provided the health check was a health professional or another person. Normally, these categories should be consistent with the categories in MN19.

**PN15**

Coding categories should be developed locally and revised based on the pre-test. Make sure to maintain the broad categories, so that you can distinguish between private and public health facilities, or other places. Normally, these categories should be consistent with the categories in MN20.

**PN23**

Coding categories should be developed locally and revised based on the pre-test. However, the broad categories must be maintained. Again, we need to know whether the person who assisted with the delivery was a health professional or another person. Normally, these categories should be consistent with the categories in PN14.

**PN24**

Coding categories should be developed locally and revised based on the pre-test. Make sure to maintain the broad categories, so that you can distinguish between private and public health facilities, or other places. Normally, these categories should be consistent with the categories in PN15.

**Contraception Module**

Each country coordinator will need to make decisions about how to introduce these questions. A suitable introduction should be provided to fieldworkers. Interviewers need to be especially skilled in bringing up these sensitive topics. As noted earlier, interviewers should always be female. Male interviewers should not be employed to ask women these questions.

Some countries may want to ask these questions on contraception only to women who have ever been married. In such cases, you may want to introduce a filter question before CP1, coded CP0, where the interviewer marks whether the woman has ever been married, and skips to the next module if the answer is ‘no’. This solution requires that the Marriage module is placed before the contraception module (typically before the Fertility (or Fertility/Birth History) module.

**CP4**

The response category LAM (Lactational Amenorrhoea Method) should be excluded in countries where there is no specific LAM programme (which trains and supervises women), as it can be easily confused with breastfeeding. Although LAM is a breastfeeding based method, a woman is required to meet several criteria to be considered a LAM user: Breastfeeding an infant less than 6 months old whose only source of nutrition is breastmilk, breastfeeding the infant at least every four hours during the day and at least every six hours at night, and not having had a period for at least 56 days after delivery. At the same time, breastfeeding should not be added as a separate contraceptive method category to the questionnaires, because it cannot be considered a contraceptive method.

**Unmet Need Module**

**UN18**

The question includes the three most commonly used menstrual hygiene management materials. If necessary, the terminology should be adapted to use language understood by respondents. As an example, the “sanitary pad” is in different locations referred to as sanitary napkin, sanitary towel, menstrual pad, or simply just “pad”. There may also be a need to add “menstrual cup” as this product is increasing popular in some settings.

**Female Genital Mutilation/Cutting Module**

This module should be used only in countries in which female genital mutilation/cutting is practised.

If the Questionnaire for Individual Women does not include the Fertility/Birth History module, please see Appendix A for instructions on necessary adaptations. Regardless, the following must be considered as well:

**FG1**, **FG3**, **FG7**, **FG8**, **FG17** and **FG22**

The term circumcision is used in these questions. As described earlier in this document, a term may be changed to a comparable concept to ensure appropriate understanding of the concept in local daily use.

**FG8**

You should adapt the coding categories locally and revise them based on information collected before the survey and on the pre-test. However, the broad categories must be maintained. We are only interested in the detailed coding categories for ‘Health professional’ in countries where health professionals perform many circumcisions.

**FG22**

You should adapt the coding categories locally and revise them based on information collected before the survey and on the pre-test. However, the broad categories must be maintained. We are only interested in the detailed coding categories for ‘Health professional’ in countries where health professionals perform many circumcisions. Normally, these categories should be consistent with the categories in FG8.

**Attitudes toward Domestic Violence Module**

This module is only composed of one question.

Keep the situations as they are described in the module (A to E) since these will be used for cross-country comparisons. You may want to add other situations that you think may also be culturally relevant. However, be sure that the addition of any situation(s) reflects cultural expectations of women or their perceived status within society.

The purpose of this question is to capture the social acceptance of violence (in contexts where women have a lower status in society) as a disciplinary action when a woman does not comply with certain expected gender roles. For example, it would not be appropriate here to add the circumstance ‘if she steals’ since this is a behaviour (generally) unacceptable for both men and women. As mentioned, additions must be considered in the context of the cultural expectations specific to women. Therefore, common additions such “If she disrespects the mother-in-law” or “If she is unfaithful”, would not be applicable in all settings, i.e. they could be equally unacceptable for both sexes.

Although the question refers specifically to ‘husband’, this could be customised to read ‘husband/partner’ if non-marital unions are common in the country.

**Victimisation**

No changes are necessary.

**Marriage/Union Module**

Adapt the terms and concepts used in this module to your country. In some countries, ‘visiting unions’ may be prevalent, for instance, where the man and woman live in different households but still consider their relationship a ‘union’. In some other cultures, only ‘civil marriages’ may be considered unions, and those in religious unions may not consider themselves as ‘married’ or even ‘in union’. Be very careful in the adaptation of the terms and concepts in the module. You may want to ask an additional question to inquire about the type of marriage/union. Contact the MICS regional coordinator if you intend to do so.

In other settings, questions relating to reproductive health and experiences may not be appropriate to ask women who have never been married. In such circumstances, the Marriage/Union Module should be placed earlier in the questionnaire, before the Fertility/Birth History Module.

**MA2** – **MA3** – **MA4**

In countries where polygyny is not practised or is uncommon, the questions in green font (MA2, MA3 and MA4) must be removed and the question MA2 where all answers skip to MA7 should be kept.

After removing MA3 and MA4, do not renumber the remaining questions as this might easily lead to incorrect skips or problems in the questionnaire and unnecessary changes to the data processing tools.

**MA6**

Customise this question to the situation in your country and/or describe to the interviewers what each of the categories refers to. In some cultures, the word ‘marital’ is not used for informal unions; delete the word ‘marital’ from the question if necessary and ask “What is your status now: are you widowed, divorced or separated?”

**Adult Functioning**

**AF2**, **AF5** and **AF6A**

In some populations, the use and even knowledge of contact lenses is very uncommon. It is recommended to delete this part of the question, but at the same time instruct interviewers that any positive response on the use of contact lenses should be considered similar to using glasses. Please retain for the pre-test to present up-to-date information.

**AF3**, **AF7** and **AF8A**

Similarly, though less frequent, knowledge and use of hearing aids can be uncommon. Delete and instruct as described above.

**Sexual Behaviour Module**

This module should be included in countries where HIV/AIDS is a potential concern. It is intended to measure behaviours among women that puts them at increased risk of the human immunodeficiency virus (HIV) infection.

The placement of this module is important. It should be asked after Marriage/Union module to ensure that rapport is built, but before HIV/AIDS module to avoid biasing responses. Most of the indicators derived from this module are dependent on each other; care should be taken not to delete questions that contribute to the calculation of related indicators.

**HIV/AIDS Module**

Most of the indicators derived from this module are dependent on each other; care should be taken not to delete questions that contribute to the calculation of related indicators.

The questions HA3, HA5 and HA6 ask about local misconceptions and may be replaced by the most common misconceptions identified in the population. Examples include: “Can people get HIV by hugging or shaking hands with a person who is infected?” and “Can a person get HIV by kissing someone who is infected?”.

It is important that any additions or deletions are based on evidence. This could be results from previous surveys or research. It is encouraged to add rather than delete as the indicator may suffer as opposed to expanding the evidence for future surveys. Also, any new questions, either replacing or in addition to the existing, must receive a new question number. For instance, if inserting an additional question between HA3 and HA4, the new question should be named HA3A.

**HA6**

Adapt the terms ‘witchcraft’ and ‘supernatural means’ in this question to those used locally. As stated above, you may even remove this question and/or add one referring to another local misconception, if the misconception about witchcraft is not common in your country.

**Maternal Mortality Module**

No changes are necessary.

**Tobacco and Alcohol Use Module**

**TA6** and **TA8**

Smoked tobacco products mentioned in question TA6 and TA8 should be customised locally, to only include those smoked tobacco products commonly used in the country.

**TA10**

Smokeless tobacco products mentioned in TA10 and TA12 should be customised locally, to only include those smokeless tobacco products commonly used in the country.

**TA15**

Alcoholic drinks mentioned should be customised locally, to only include those alcoholic drinks commonly consumed in the country.

**Life Satisfaction Module**

No changes are necessary.

## Questionnaire for Individual Men

As the majority of modules and questions in the questionnaire for individual men and the questionnaire for individual women are very similar, the instructions for customising the questionnaire for individual men presented here only include the explanations about the additional questions or modules included.

While preparing the Instructions for Interviewers, please copy the explanations given for the Questionnaire for Individual Women and adapt the contents per the modules included in your survey.

**Major differences from the questionnaire for individual women**

All the module abbreviations and question numbers in this questionnaire have an additional letter “M” to indicate the modules and questions are for individual men.

The term ‘woman’ has been replaced with ‘man’ in the module names, questions, and wherever necessary.

The term ‘husband’ has been replaced with ‘wife’ in the questions and wherever necessary.

There is only one module specifically for men, the Circumcision Module, but no changes are necessary to this. It is however recommended, as it is for female circumcision, to check whether the terminology is appropriate or if another comparable concept is in use.

## Questionnaire for Children Under Five

**Under-five Child Information Panel (page 1)**

Replace ‘Name and year of survey’ with the name and year(s) of fieldwork of the survey.

**UF1**, **UF2**, **UF5**, **UF6**, **UF8**, **UF10A/B** and **UF17**

Please see customisation instructions to HH1, HH2, HH3 and HH4, HH11 and HH12, HH16, HH17 and HH46 above.

**Under-five Child Information Panel (page 26)**

**UF11**, **UF12**, **UF13** and **UF14**

Please see customisation instructions to HH13, HH14, HH15 and HH16 above.

**Under-Five’s Background Module**

The child’s date of birth is very important in this survey. For several indicators, including those on anthropometry, immunisation and breastfeeding, we need to have the exact age of children in months to be able to calculate the relevant indicators.

**UB0**

Please customise “National Child Immunisation Record” to terminology in use for home-based immunisation records.

**UB6**

The text in red should be replaced with common names of ECE programmes in the country, such as nursery, pre-school, community ECD centre, etc.

**UB7**

Replace text in red with the month of the beginning of the school year (used in primary education).

**UB10**

Please see the customisation instructions for WB19.

**Birth Registration Module**

The necessary customisation in this module should be based on documentation of current system and processes for birth registration and certification. This information is a required appendix to the Survey Plan and Budget.

**BR1**

A ‘birth certificate’ is a vital record that documents the birth of a child. This can be either the original document certifying the circumstances of the birth, or a certified copy or representation of the registration of that birth, depending on the practices of the country issuing the certificate.

You must be sensitive to legal issues surrounding birth registration. If there is a legal burden on parents to register every birth, and especially if sanctions are in place for non-registration, it may be difficult to obtain accurate responses to this question as well as the subsequent questions.

It is very important that the interviewer sees the certificate, if there is one. This document can also be used to check the correctness of date of birth and age information for the child.

Please obtain a copy of the birth certificate (or equivalent registration as mentioned above) issued in the last 5 years and use in training and possibly in fieldwork.

**BR2**

In some countries, a child may not have been issued a birth certificate (or the birth certificate might have been lost) but the birth may still have been registered with the ‘civil authority’, sometimes referred to as the ‘civil registrar’. This is the official authorised to register the occurrence of a vital event (such as a live birth) and to record the required details. The registrar (or ‘civil authority’) will typically make a birth record (an entry in the birth register) that should contain, at a minimum: 1) the child’s name at birth, 2) the child’s sex, 3) the child’s date and place of birth, 4) the parents’ names and addresses, and 5) the parents’ citizenship.

**Early Childhood Development Module**

**EC2[A]**

The examples of homemade are generally applicable across the world, but in a few instances, slight changes may be necessary. Contact the Regional MICS Coordinator for input to any suggested changes.

**EC2[C]**

Similar to EC2[A] the examples listed are generally applicable. Contact the Regional MICS Coordinator for input to any suggested changes.

**EC7**

During fieldwork training, together with the interviewers and other fieldwork staff, try to create a list of locally used simple and popular words (from poems, lullabies, or songs). This may help them to give examples if necessary, while asking this question.

**Child Discipline Module**

This module requires careful training of interviewers, editors, and supervisors. Questions in this module ask about disciplinary methods that may be very common and others that are strongly condemned, even prohibited, and attitudes towards methods of discipline vary a good deal among countries. Extra time is required to practice using these questions, in role-playing training sessions and during pilot study (field practice) interviews. Note that the field staff may have strong views on these disciplinary actions, and you must ensure that their views do not interfere with the collection of the information in the module.

Great care must be taken with the translation of questions in this module. The questions refer to disciplinary methods ranging from non-violent methods to psychological aggression and to physical punishment, so do not change the order of these questions. Note that we do not ask about the consequences of these actions, but only whether the actions have occurred. Practices common in one culture may be absent in another. The discipline items in the module have been chosen with expert assistance and aim to include behaviours that are universal – and that range from common behaviours to rare ones. When correctly translated, these practices should be understood and applicable in virtually all settings. Please read the instructions for each question to ensure that you and your translators know what is meant by each one.

**Child Functioning Module**

**UCF3**, **UCF8** and **UCF9A**

In some populations, the use and even knowledge of any hearing aid is very uncommon. It is recommended to delete this question, but at the same time instruct interviewers that any positive response on the use of hearing aid should be considered when asking question UCF9B. Please retain for the pre-test to present up-to-date information.

**Breastfeeding and Dietary Intake Module**

Procedures for adapting this module to the local context are somewhat more complicated than most other modules in the MICS questionnaires and collaboration with local food and nutrition experts is highly recommended. The WHO document: “Indicators for assessing infant and young child feeding practices: Part II Measurement”, details steps for local level adaptation of these questions. It is on the memory sticks provided at the MICS workshops, but can also be found here:

<http://www.who.int/maternal_child_adolescent/documents/9789241599290/en/>

In summary, key steps for the survey management team to undertake include:

1. Discussion with UNICEF Country Office (or Regional Office) nutrition to identify appropriate local institutions or experts to support the customisation process. The implementing partner or the technical committee may also provide useful contacts. Experts must be able to develop a tool for national use, so look for people with experience throughout the country, not just in one small geographical area.
2. Meet with local institution/experts to go over ToR for the customisation work. See Appendix B for suggested ToR.
3. Review the adaptation proposed by local institution/experts.

If there is no interest in measuring dietary diversity, but a demand for breastfeeding indicators or any combination that will not require the entire module administered, please contact the Global MICS Team for assistance with customisation as this is not as straightforward as simply removing individual questions.

The below describes the items that require customisation and details additional items that can be included in the adaptation process. It goes without further explanation that no item should be removed from the list unless evidence is overwhelming for deletion of perhaps inappropriate items, e.g. in some cultures yogurt or other fermented milk products such are not consumed at all and therefore deletion would be recommended. Such cases are extremely rare with the increasing globalisation of the food culture.

If there is interest, for programming purposes for example, to know about any specific liquid or food item that is grouped with others it is possible to pull it out into a separate line item.

**BD4**

If use is prevalent among children under age 2 years, you may consider including an additional question to capture the use of drinking from a cup with a spout, a sippy-cup or a straw, as these are very similar to the use of a nipple. The prevalence typically increases at age 2, so please consult with experts to determine if such a change is appropriate.

Below is the suggested questions to be inserted after BD3 and replacing the standard BD4. Please also direct the two skips from BD2 to BD4A.

|  |  |  |
| --- | --- | --- |
| **BD4A**. Yesterday, during the day or night, did (***name***) drink anything from a bottle or cup with a nipple, spout, or reusable straw? | YES 1  NO 2  DK 8 | 2*⇨BD5*  8*⇨BD5* |
| **BD4B**. Specifically, did (he/she) drink anything from a bottle with a nipple? | YES 1  NO 2  DK 8 |  |

**BD7** – Liquid List

There are a wealth of products and drinks available across the world. Only a thorough expert group can compile the most appropriate list to be included here. It is a balance of precision, practicality, and common products. Anything from some parents sweetening plain water to adding different amounts milk to cocoa drinks should be considered, but not all included of course.

**BD7[B]** – Juice or juice drinks

**Why customise**: Juice and juice drinks are listed together because both are “allowed” in the definition of MICS Indicator 2.8 “Predominant breastfeeding under 6 months” and important to ascertain in terms of exclusive breastfeeding in many countries. 100% real juices made from real vitamin A rich fruits and vegetables, as well as 100% real juices made from other fruits and vegetables can be separated into different line items from non-nutritious drinks/beverages as they “count” towards two of the seven food groups for the diet diversity score.

**What**: For any individual survey population, local experts will need to determine if:

1. **100% real juice made from vitamin A-rich fruits and vegetables** such as mango, carrot, papaya, etc., are commonly consumed by children under-three years of age.
2. **100% real juice made with other (non-vitamin A-rich) fruits and vegetables** are commonly consumed by children under three-years of age.
3. **Non-nutritious juice-type drinks/beverages can be easily distinguished from 100% real juices:** Non-nutritious juice-type drinks/beverages are defined as fruit or other flavoured water-based beverages that in some instances have high sugar content but little or no nutritional value/real fruit or vegetable content. These should only be separated if inter­viewers and mothers can easily distinguish between 100% real juices and non-nutritious drinks/beverages.

**How**: If any of the above leads to a suggested customisation, the original question [B] must be deleted and one, two, or all three of the below inserted and properly customised:

1. [B1] 100% real juice made from *insert locally available vitamin A-rich fruit or vegetable juices*.

Insert vitamin A-rich fruits/vegetables such as mango, carrot, papaya, etc. that are commonly consumed as 100% juice by young children. Refer to BD8[G] below to identify vitamin A-rich fruits and vegetables.

1. [B2] 100% real juice made from any other fruits and vegetables such as *insert locally available fruit or vegetable juices*.

List other fruits/vegetables that are commonly consumed as 100% real juice by young children.

1. [B3] Any packaged sweet-tasting drink such as *insert brand names of non-nutritious “juice”-like drinks/beverages that young children commonly consume*.

An example of how an adapted question BD7[B] might look:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| [B1] 100% real juice made from mango, papaya or carrots? | VITAMIN A-RICH 100% REAL JUICE | 1 | 2 | 8 |
| [B2] 100% real juice made from any other fruits or vegetables such as sugar cane, oranges or apples? | OTHER 100% REAL JUICE | 1 | 2 | 8 |
| [B3] Any packaged sweet-tasting drink such as Frooti, Tang, Real, or any similar packaged sweet tasting juice drink? | NON-NUTRITIOUSDRINKS/BEVERAGES | 1 | 2 | 8 |

If the questionnaire is adapted to separate non-nutritious juice-drinks from 100% real juice, the interviewer instructions should mention how to handle additional brand names for packaged beverages if the respondent mentions any during the interview (whether it is 100% real juice or not). The recommendation would be for the interviewer to simply circle “1 – yes” under [B3] if a respondent provides the name of another packaged drink and not to probe to find out whether the other brand of drink is 100% real juice or not, as it would be too cumbersome while potentially not yielding an accurate response.

**Note:** Not all 100% real juices can be captured. There may be packaged juices in country that are made from 100% real fruits/vegetables, which do not contain any added sugar or added water. While these would ideally be listed under the 100% real juice lines of [B1] or [B2], the recommendation is not to list them at all as it would be too difficult to list all brands of packaged real fruit juice separately from all brands of non-nutritious drinks. However, should there be one or two very popular and easily distinguishable products on the market, these can be added to [B1] or [B2] (adding text to not confuse the respondent).

If the adaptations are made in the questionnaire to separate non-nutritious beverages from 100% real juice, the tabulation syntax for table NU.8 would need to change accordingly.

**BD7[C]** – Clear broth/clear soup

**Why customise:** Clear broths/soups are allowed under predominant breastfeeding as they are essentially water-based drinks. They are however of course not allowed under exclusive breastfeeding. The rationale for including clear broth in the liquid list is that it is often a first food for young infants but may not be considered as “food” and therefore might not be captured under BD8. If not captured, but indeed fed to young infants, estimates of exclusive breastfeeding could be inflated.

**What**: Clear broth is the clear liquid made by simmering vegetables, meat/bones/fat/other parts of animals (chicken, fish, beef etc.,) in excess water and draining the solids from the liquid. Feeding a child clear broth would provide them only with the clear liquid that has been drained from the solids. To justify acceptance of clear broth/clear soup under predominant breastfeeding it is essential that the local term selected is *not connoted* with any of the following:

* Broths/soups which are opaque/thick/not clear (e.g. where food such as grains, meat or vegetables have been blended in)
* Broths/soups which contain any pieces of food like meat, vegetables or grains

If other soups which are not water-based/not clear are consumed, these should be captured in the food list under question BD8 and notas a new separate item in BD7. Such a soup is not considered a liquid for estimation of exclusive and predominant breastfeeding among 0-5 month olds.

**How**: As the local terms used to describe broth varies across countries, the MICS template questionnaire requires that the local term(s) which best describe(s) “clear broth” to be inserted. When inserting the local term, remember to include all the different terms that may be used in different parts of the country. In many cases, you will be inserting the translated word(s) in the local language(s) as well.

No changes would be required to the syntax as you are simply specifying the term to apply to the standard definition for an existing line item.

**BD7[D]** – Infant formula

**Why customise:** There are usually different brand names ofinfant formula in different countries. Naming the most common brands of infant formula available in your country might help with recall for respondents.

**Note:** While for plain milk and yogurt, a distinction is made between animal milk/yogurt and milk/yogurt made from legumes or nuts (e.g. soy milk, soy yogurt, almond milk, etc.), it is not necessary to make a distinction between animal milk based infant formula and infant formula based on other non-animal milks. This is because infant formula, whether legume-based or animal milk-based, is formulated and fortified to contain the same macro and micronutrient content with the aim of acting as a breast-milk substitute. Therefore, do not customise BD7[D] with a separation of animal milk-based and legume-based formulas unless there is a distinct need to obtain this information for other purposes than the standard indicators.

**BD7[E]** – Milk

**Why customise:** Animal milk is obviously not allowed under exclusive breastfeeding, but it is also not allowed under predominant breastfeeding. However, in some cultures or countries all “milk” is not produced from animals. Soy milk or milk from nuts, such as almond milk is allowed under predominant breastfeeding, but at the same time these drinks must not count as milk feeds.

Additionally, sweetened, packaged (powder or liquid) dairy or non-dairy products are becoming increasingly popular across the world. It would benefit the precision of the data to also clearly distinguish between dairy and non-dairy milk-like products here if such is common in the country. In some countries, packaged beverages marketed towards children are referred to as “yogurt or milk” but contain little or no real dairy products, often having high sugar content and little or no nutritional value. If consumed commonly by the target population, the brand names for such non-dairy based products should also be added in an extra line. While doing so, we should also make use of brand names for the real dairy products, such a probiotic yogurt drinks in the respective line.

**What**: If such other “milk” products are commonly consumed in the country, we are obliged to help the interviewer and respondent and improve our data. It is therefore suggested to split the item and adding a separate line for such non-dairy milk products (and even a third line to capture packaged products), while at the same time considering even more detail in the original line.

**How**: Below is an example from a country where the group of experts agreed that milk drinks made with Nesquik powders are widely consumed by children under age 2. They also agreed that certain parts of the population increasingly consume soymilk.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| [C] Milk from animals, such as fresh, tinned or powdered milk? This includes chocolate milk made from Nesquik powder, but not non-dairy products, such as soymilk or almond milk. | Milk | 1 | | 2*⬂*  *BD7[C2]* | 8*⬂*  *BD7[C2]* |
| [C1] How many times did (**name**)drink such milk?  If 7 or more times, record '7'.  *If unknown, record ‘8’.* | Number of times drank milk \_\_\_ | | | | |
| [C2] Soymilk such as Silksoy, Soyfresh or Sofit or any other non-dairy milk-like product such as Yogi-yogi? | Non-dairy milk | | 1 | 2 | 8 |

**BD7[O]** – Country-specific additions:

Water-based drinks are allowed under predominant breastfeeding. If there are other specific water-based liquids that are commonly fed to infants and/or young children in particular, these should be listed as separate line items.

Two types of other liquids could be considered for addition. Both should only be included if they are commonly consumed. If not commonly consumed, we will accept that we sometimes will see these just in BD7[X] item where “any other” will be listed. [X] will only help us towards a precise measurement of exclusive breastfeeding, where no other liquid than breastmilk is allowed besides for medicinal purposes.

1. **Any other liquids/thin liquid-like items that are consumed commonly by infants under 6 months of age**

With adequate in-country adaptation, the list of liquids can become quite detailed depending on what items are commonly consumed by infants under six months of age. This is because the liquid list is meant to tease out the indicators of exclusive and predominant breastfeeding and many young infants are given a variety of liquids and liquid-like items (e.g. thin/watery porridge/gruel) well before they are given other foods. The detailed list of liquids in BD7 is intended to help ensure that complete information is available to classify the infant as exclusively breastfed, predominantly breastfed, or not. Other items could be sugary water, herbal infusions, such as gripe water, traditional fluids, etc., but also Coca-Cola or similar soft drinks that unfortunately are also increasing consumption among young children. Remember however, for water-based fluids we should keep just the children under 6 months in mind.

1. **Any other milk-based liquids commonly consumed by children under age 2**

Likewise, you will need to include any dairy-based liquid that is commonly consumed. This is most often tea/coffee/cocoa as detailed below. Again, with the aim of assisting the respondent, we should make sure that we specifically mention products or drinks that are commonly consumed, especially those that may have a somewhat confusing content.

Below two such items are described in detail, but only a careful assessment done by experts will reveal whether these or more items should be included and how.

**BD7[O]** – Thin/Watery porridge/gruel

**Why add**: Thin/watery porridges or gruels are often the first semi-solid foods given to infants, including infants less than 6 months of age. In some contexts, such gruels/porridges differ from porridges consumed by other age groups and are not considered “food” and may therefore be missed if only asked in BD8. When commonly fed to young infants, and easily distinguishable from other porridges that would be captured under BD8, this should be included as a separate line item under BD7 to ensure that this “first food” is not missed; capturing these is critical to accurate assessment of exclusive breastfeeding.

**What**: In many countries, there are different terms for different consistencies of porridge, with thin/watery porridges/ gruels often being fed only to very young infants or sick people. Thin/watery porridges would have a consistency that would allow all the contents to roll off a spoon if held upside down, and generally have very low nutritional content. A common example of a watery porridge is rice gruel that is used as a homemade treatment for diarrhoea in many countries. Thicker porridges, for example, as usually eaten by older children and adults, should be included with the grain or root/tuber food groups in BD8, as appropriate. It is not a problem to include porridge in both BD7 and BD8, if there is a clear distinction between the two types. The local term for thin/watery porridge made from any ingredient (e.g. grain-based, root/tuber based, etc.) should be included in BD7 of course.

**How**: Insert a new line with the local term for watery porridge/gruel as described above. The first additional item to the standard list should be coded BD7[O]. If there is more than one addition, please continue with BD7[P] and so on for any other additional items. When inserting the local term, remember to include all the different terms that may be used in different parts of the country. In many cases, you will be inserting the translated word(s) in the local language(s) as well.

**BD7[P]** – Coffee/Tea/Cocoa

**Why add**: Although large amounts of coffee and tea are not recommended for infants and young children, these line items could be included if they are consumed commonly by young children. While milk feeds are generally captured under BD7[E], many respondents would not respond correctly if their child drank coffee tea or cocoa made with milk. Coffee/tea/cocoa is considered a “problem liquid” as there are distinctions within it that impact on the calculation of several indicators and could warrant more than one category. Local experts will need to decide whether to count these as “milk feeds”. The decision depends on the usual preparation. In some places, when prepared for infants, these drinks are typically prepared with milk and very little or no water. If so, they can be counted as milk feeds. In other places, only trivial amounts of milk are added and they should not be counted as milk feeds. In other situations, the amount may vary and survey managers will need to make a difficult judgment.

**What**: The local group of experts will need to evaluate the following:

* First, whether coffee/tea/cocoa is commonly fed to children under the age of 2 years. If not, there is no need to consider adding the additional item to BD7.
* Second, if indeed needed, how the drinks are prepared in terms of milk/dairy product content. Other ingredients such as sugar, honey, non-dairy creamers, soymilk do not matter – only animal milk, whether fresh, powdered, or tinned):
  1. Water-based with no milk/real dairy product
  2. Milk/dairy product-based with milk as less than half of the liquid
  3. Milk/dairy product-based with milk as at least half of the liquid

Only those preparations that are common should be included. (a) may be excluded if not commonly given to children under the age of 6 months.

The evaluation and distinction is important, because while none of these are allowed under exclusive breastfeeding, (a) is allowed in the definition of predominant breastfeeding, whereas (b) and (c) are not. Further, (c) would count as a feed/milk feed whereas (b) would not. Therefore, if item (c) is included, a further question would have to be added on how many times (c) it was consumed (as with all milk/dairy questions in BD7).

**How**: See example below of an adapted questionnaire where the local group of experts agreed that:

* Both milk-based and water-based teas are commonly consumed by children under age 2, including those under age 6 months.
* Milk-based tea is made with at least half of the liquid content being real dairy milk.
* Tea with less than half the liquid from milk is uncommon.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| [P1] Clear tea/Tea made without milk /dairy products? | Water-based tea | 1 | 2 | 8 |
| [P2] Tea made with milk | Milk-based tea | 1 | 2 | 8 |
| [P3] How many times did (*name)* drink tea made with milk?  *If 7 or more times, record '7'*.  If unknown, record ‘8’. | Number of times drank milk-based tea \_\_\_ | | | |

**BD8** – Food List

As for liquids, there is a wide variety of foods available across the world. However, remember that BD8 aims at establishing dietary diversity using several main food groups. Nevertheless, the expert group will also here compile the most appropriate list to be included here, while again balancing precision, practicality, and common products and meals. All but the smallest seasoning and condiments in any dish should be considered, i.e. fresh fruit in yogurt or cereal, peas, grains, potatoes mashed into stews, etc. This list is somewhat easier than the liquids, but require much more work in interviewing and in training. As with the liquids, while existing line items can be split up into more line items, or new ones added, the line items in the template should not be combined.

**BD8[A]** – Yogurt

This question is intended to capture yogurt that is “eaten” (thick, thin) and count as milk feeds. Liquid/drinking yogurt should be captured in BD7, specifically BD7[E] as indicated in the instruction. Common brands or local names can be added for clarification

Note that soy yogurt should not be included in this category, but rather grouped with legumes in BD8[M]. Also, be aware that in some countries, there are packaged products which may be called yogurt, but are sweet drinks containing very little yogurt/milk. These should NOT be listed under BD8[A], but rather under other liquids in BD7[X] or, if “eaten”, under BD8[X].

**BD8[B]** – (Fortified) baby food

The question is already indicating that customisation is necessary. Please list all commercially fortified baby foods made from grains. For instance, if Cerelac dominates the market, the question should simply read: Any babyfood, such as Cerelac? Another important category to consider are those that are provided through ration systems or similar programmes targeted at vulnerable populations, for which locally made items are often used, and for which a “brand name” may or may not exist. In such cases the best method may be to describe such packages.

**BD8[C]** – Food made from grains

The existing question may not require customisation, but would benefit from examples of local names that can improve recall. This category can include baby food that is not fortified.

**BD8[D]** – Vegetables that are yellow or orange inside

While the examples listed cover a large part of Vitamin A-rich vegetables across the world, there are certainly others to include. Classification into the vitamin A-rich fruit and vegetables groups BD8[D], [F], and [G] can be challenging. When reliable nutrient data is available on other locally available orange flesh vegetables/tubers, they can be classified as vitamin A-rich if they contain at least 120 retinol equivalents (RE) per 100 grams (equivalent to 60 retinol activity equivalents (RAE) for plant foods). The USDA Nutrient Database can be checked for nutrient composition of a variety of food items (<http://ndb.nal.usda.gov/ndb/search/list>) as can be local nutrient composition tables.

**BD8[E]** – Foods made from roots

The existing question may not require customisation, but would benefit from examples of local names that can improve recall.

**BD8[F]** – Dark green, leafy vegetables

Most medium to dark green leafy vegetables are high in vitamin A, and when available, can be confirmed with locally available nutrient composition tables as well as a list of green leafy vegetables that could fit here in the WHO IYCF Indicator Adaptation manual (<http://whqlibdoc.who.int/publications/2010/9789241599290_eng.pdf?ua=1>, p. 69). The existing question would benefit from examples of local names that can improve recall.

**BD8[G]** – Vitamin A-rich fruits

The question is already indicating that customisation is necessary. Note that ripe papaya, and especially ripe mango, are rich in vitamin A, while “green” (unripe) mango and papaya are not. This should be emphasised in interviewer training in countries where these fruits are sometimes eaten unripe. A list of common vitamin A rich fruits can be found on page 70 of <http://whqlibdoc.who.int/publications/2010/9789241599290_eng.pdf?ua=1>. For other local and wild fruits, as with greens and tubers, nutrient content data may be unavailable or unre­liable. Such fruits should be classified with “other fruits and vegetables”.

**BD8[H]** – Other fruits or vegetables

The category is designed to capture any fruit or vegetable that is not specifically mentioned in above detailed categories. Please insert the most common.

**BD8[I]** – Organ meat

The existing question may not require customisation, but would benefit from examples of local names that can improve recall.

**BD8[J]** – Flesh meat

This group includes flesh foods. Any processed/cured products made from the meats (sausages, salamis, etc.) should also be included in this group. Flesh food from any animal commonly consumed by the target group should be added here (e.g. wild or domesticated animals (rabbit, yak, anteaters, etc.), amphibians/reptiles (frog, snake, etc.), rodents (rat, guinea pigs, etc.), etc.

**BD8[K]** – Eggs

This line item must remain separate – do not combine with any other line items as eggs are their own food category in the diet diversity score.

**BD8[L]** – Fish and seafood

Can include canned fish, fish eggs, snails, other seafood items such as squid, lobster, crab, octopus, etc. These and other commonly consumed seafood items consumed by young children in your population can be added to improve recall.

**BD8[M]** – Legumes, nuts and seeds

Be sure to include the names of different types of pulses, legumes, nuts and seeds (e.g. lentils, chick peas, lima beans, walnuts, groundnuts, sesame seeds, etc.) as well as products commonly made from seeds (e.g. spreads and pastes like tahini, hummus, and peanut butter, as well as milks like soymilk or almond milk). Tofu can also be added here.

Soy products often cause confusion (for example, soy milk or soy yogurt). For questionnaire and indicator calculations, all soy products can be classified with here with legumes and not with animal milk or yogurt. Optionally, soy milk can be added as a separate liquid category in BD7, if it is of inter­est.

Furthermore, “Milks” made from other nuts/seeds (e.g. groundnut milk, cashew milk, almond milk, sunflower seed milk) can also be added here if generally incorporated into recipes/ dishes. If they are commonly drunk as liquids, they can be included as a separate item under BD7.

**BD8[N]** – Food made from milk

The existing question may not require customisation, but would benefit from examples of local names that can improve recall.

**BD8[X]** – Other foods

As for Other Liquids described above, country-specific additions of extra categories can be very useful to ensure that the questionnaire does not fail to capture important foods consumed. These could in some instances even promote correct classification of previously mentioned foods. Such categories can also include separated categories that may be of interest to the survey, such as sweets, potato chips, cake, etc.

One important addition is however to be considered regardless of the above. If foods made with red palm oil, red palm nut, or red palm nut pulp sauce are consumed a separate line item/question must be added as such food counts towards vitamin A-rich food.

**Note:** Mixed dishes, containing a variety of food groups, that are commonly fed to young children may benefit from having separate line items. This is because respondents may not be able to remember all ingredients if asked in the list-wise approach employed in MICS. For example:

Tabouli is a mixed dish that contains: (i) BD8[F] Dark green leafy vegetables like parsley and cilantro; (ii) BD8[H] Other fruits and vegetables like tomatoes and onions; and (iii) BD8[C] Grains like couscous and bulgur.

Pakora is a mixed dish that contains:

Some sort of vegetable:

(i) BD8[H] Other fruits and vegetables like cauliflower or cabbage; and/or

(ii) BD8[F] Dark green leafy vegetables like spinach or fenugreek; and/or

(iii) BD8[D] Orange fleshed vegetables or tubers like sweet potatoes; and/or

(iv) BD8[E] Tubers like potatoes

Some sort of flour coating:

(v) BD8[M] Legumes, pulses and seeds like gram (chickpea) flour

(vi) BD8[C] Grains like amaranth flour, corn flour, etc.

If there are a few key mixed dishes commonly fed to small children, they can be added to the questionnaire as follows, with or without detailed instructions as appropriate.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| BD8[O] Tabouli? | TABOULI | 1 | 2 | 8 |  |
| If yes: What was in that Tabouli?  The interviewer should continue to probe:  Was there anything else in that tabouli?  Record additional items above until the respondent says there was nothing else in that mixed dish.  If the respondent mentions a dark green leafy vegetable, record “Yes” for BD8[F].  If the respondent mentions any grain, record “Yes” for BD8[C].  If the respondent mentions any other vegetable or tuber, record “Yes” for BD8[D], BD8[E] or BD8[H] as appropriate. |  | | | |  |
| BD8[P] Pakora | PAKORA | 1 | 2 | 8 |  |
| If yes: what was in that Pakora?  The interviewer should continue to probe:  Was there anything else in that Pakora?  Record additional items above until the respondent says there was nothing else in that mixed dish.  If the respondent mentions a dark green leafy vegetable, record “Yes” for BD8[F].  If the respondent mentions any orange fleshed tuber like orange fleshed sweet potato, record “Yes” for BD8[H].  If the respondent mentions a non-orange tuber like white potato, turnip or purple potato, record “Yes” for BD8[D].  If the respondent mentions any other vegetable, like cauliflower, onion, cabbage, etc. record “Yes” for BD8[H].  If the respondent mentions any legume or pulse like chick pea flour, record “Yes” for BD8[M].  If the respondent mentions any grain like amaranth or corn flour, record “Yes” for BD8[C]. |  | | | |  |

**Immunisation Module**

Information on several issues regarding immunisation in your country is necessary to obtain before customisation. This information is a required appendix to the Survey Plan and Budget.

Specifically, the survey team should:

1. Obtain child immunisation cards used in your country, and adapt the module accordingly. You will need all the cards that are or could be issued to children that are under age 3 at the planned start of fieldwork. Interviewers will need to be trained on all.
2. Obtain the most recent national immunisation schedule for children, and reflect the schedule in the module. You will also need information on schedules that have been updated (at least) over the 3 years before start of fieldwork. Children may have been given vaccines that are no longer on cards. All applicable schedules must be submitted with your customised questionnaires in the review process outlined in the MICS Technical Collaboration Framework.
3. Find out if any immunisation campaigns (for example, national immunisation days for polio, measles campaigns and other campaigns such as yellow fever) were carried out in the previous year.

Based on this information, you should adapt the immunisation module to your survey, reflecting combinations of vaccines if necessary (hepb1 or dtpheb1, for instance), omitting ‘extra’ antigens if not included in the immunisation schedule (such as yellow fever), reflecting the immunisation schedule to the questions (such as changing the appropriate age recommended for measles and yellow fever vaccines) or adding other vaccines. Please note that in some countries, even if a combination vaccine is on the schedule, individual vaccines may still be given, perhaps due to stock-outs of the combination vaccine. The most important customisation done is to make the work of the interviewers as straightforward as possible. The interviewers should be able to easily find where to record what they see written on the cards. Preparation, customisation, interviewer Instructions, pre-testing, training with copies of real filled cards, etc. are essential ingredients to good data.

Be aware that each of the individual vaccines must be accompanied by a matching probe in the list of IM11-IM27. Please do not replace those you delete with new vaccines, but rather delete and insert new with appropriate new question numbers. For instance, if you completely replace Pentavalent with DTP, HepB, and Hib, you must delete IM20 and IM21 and insert new IM20A, IM20B, IM20C, IM20D, IM20E and IM20F (three vaccines with two questions for each) to match the questions if ever received and how many times received.

**IM2** and **IM3**

Similarly to question UB0, please customise “National Child Immunisation Record” to terminology in use for home-based immunisation records.

**IM6**

If the common practice in the country for recording the dates is different than the format used here (dd/mm/yyyy), you may change the order for dates (i.e., mm/dd/yyyy).

Build the list of vaccines based on first what is in the current immunisation schedule and the most current immunisation card. Then consider that list against previous schedules and cards, including knowledge of any combination vaccine that may still be replaced by individual antigens, i.e. one Pentavalent vaccine is replaced by three individual shots of DTP, HepB, and Hib.

**IM8** and **IM12**

You must insert the dates and types of vaccination given in the most recent immunisation campaigns in your country. If possible, include the season in which each national immunisation day campaign took place, because some respondents may not be able to identify a precise date. It is also advised to list the vaccines administered during these campaigns, as it may trigger recall as well.

The campaigns listed should preferably cover the previous 3 years.

Please also customise text in red in the question based on what types of campaigns the customised list includes.

**IM9**

Customise the text in red if necessary, depending on the campaign types listed in IM8.

**IM11**

Customise the text in red if necessary, depending on the campaign types listed in IM12. The wording should be the same as customised for IM9.

**IM13**

The question reference in red should be customised to include all items listed in IM12.

**IM14**

Adapt locally, using the most common vaccination site (arm, shoulder or elsewhere) if this antigen is administered in the country.

**IM15**

Adapt locally, using the most common vaccination site (top of thigh or elsewhere) if this antigen is administered in the country.

**IM16** – **IM19**

These recall questions for polio vaccination are designed to match the now most common national schedule in countries conducting MICS: Oral polio drops at birth, 3 (typically) drops in the first year of life and, at the same time of the last drop, also an IPV injection. Polio vaccination is also very commonly done without drops at birth and entirely with IPV injections, often combined with other antigens. These questions should reflect the single or multiple vaccination methods in effect during the three years prior to the survey.

**IM20**

Adapt locally, using the most common vaccination site (specific thigh or elsewhere) if this antigen is administered in the country.

**IM22**

Adapt locally, if a common vaccination site is used (if this antigen is administered in the country).

**IM26 – IM26A**

The MMR (or MR or Measles) vaccine is normally given as an injection in the arm at the age of 9 months. In some settings children, may receive it as an injection in the thigh. In some countries, the vaccine is administered at 12 or 15 months of age. A second dose is given as early as 15-18 months of age. The appropriate antigen combination should be used in the question, as should appropriate age for and common location of the injection following the recommendations for the vaccination in your country. If only one measles vaccination is given, question IM26A should be deleted in addition to the skips in IM26.

Very rarely, the practise is to give individual vaccinations of measles and rubella. If this is the case, IM26 and IM26A should be changed to cater for measles alone and an additional question inserted as IM26B to address the rubella vaccination.

**IM27**

This is a question that should be included in countries affected by yellow fever only. The age should be adapted to the appropriate age recommended for yellow fever vaccination. Also, adapt locally to reference the most common vaccination site.

**IM20**

Include this question, if vaccination cards are only available at health facilities, delete this question and do not include the ‘Form for Vaccination Records at Health Facility’ in your survey if home-based records are available to respondents.

In some countries, vaccination cards may be kept only at health facilities, and not given to mothers/primary caretakers. If so, you should plan to have fieldwork teams visit health facilities to collect this information by using the ‘Form for Vaccination Records at Health Facility’. Print and give fieldwork teams the form ‘Form for Vaccination Records at Health Facility’ that will initially be manually filled at health facilities.

When interviewers administer the Immunisation module of the Questionnaire for Children Under Five to mothers/primary caretakers, they should record either ‘1’ or ‘3’ for IM2 in these cases, and, following the flow, ask questions from IM11 onwards to obtain the recall information in immunisations.

Interviewers should also make sure to include, at the top of the ‘Form for Vaccination Records at Health Facility’, identification information that will later allow them to match the vaccination forms with the questionnaire; specifically, to match HF1 to HF4 and HF6 against the questions UF1 to UF5 in the Questionnaire for Children under five.

Fieldwork teams should visit the health facility where vaccination cards are kept, identify the cards for children included in the survey, and fill out the ‘Form for Vaccination Records at Health Facility’ per information on the card.

**Care of Illness Module**

The following changes should be made to this module if the survey will not be in a malaria-affected country:

* **CA14**: Skips from ‘No…2’ and ‘DK…8’ should be removed
* **CA15**: This question should be removed
* **CA23**: The categories ‘A to K’ should be removed
* **CA24**: The skip from ‘No…2’ should be replaced with ‘CA30’
* **CA26**, **CA27**, **CA28** and **CA29A/B**: These questions should be removed

**CA6**, **CA9**, **CA11**, **CA21**, **CA25** and **CA27**

If needed, adapt to use the country-specific categories.

**CA3A/B**

Adapt to include the country-specific terms used for the oral rehydration salts (ORS) packet and pre-packaged ORS fluid.

**CA7**

Customise sub-items [A], [B] and [D], replacing text in red with appropriate terms. If no pre-packaged ORS exists in the country, delete sub-item [B].

New products are being launched in some countries. Some have zinc and ORS packaged together. It is important to establish an overview of products available. Please communicate the Regional MICS Coordinator to collaborate on finding the most appropriate wording for newer and existing products.

Add additional government-recommended fluids as sub-items [E], [F], etc. if necessary. Ingredients promoted by the government for making the recommended home fluids should be reflected, unless a common term is recognised.

**CA17**

Some societies have specific words for rapid breathing. In northeast Brazil, for example, ‘canseira’ (meaning ‘tiredness’) is specifically identified with this symptom. You should establish a list of culturally appropriate words for rapid breathing and include them in the question and/or the Instructions for Interviewer.

**CA13** and **CA23**

The respondent may not know the name of the medicine or whether it was an antibiotic or another medicine. Talk to experts and collect information on the type of antibiotics, antimalarials and other medicines and remedies commonly used in the country before you customise your questionnaire. Develop the response categories to this question to include locally used medicines. During the pre-test, find out whether there are other categories that need to be included.

Depending on the number of different brands used in the country, provide lists of antibiotics, antimalarials and other medicines to interviewers. If necessary, provide them with sample packages or photos of packages, though in many countries medicine is not provided in packages, but rather in clear bags indicating contents.

**Anthropometry Module**

No changes are necessary.

## Form for Vaccination Records at Health Facility

The list of vaccinations in HF12 should match that developed for IM6, customised as necessary as described above.

## Questionnaire for Children Age 5-17

**5-17 Child Information Panel (page 1)**

Replace ‘Name and year of survey’ with the name and year(s) of fieldwork of the survey.

**FS1**, **FS2**, **FS5**, **FS6**, **FS8**, **FS10A/B** and **FS17**

Please see customisation instructions to HH1, HH2, HH3 and HH4, HH11 and HH12, HH16, HH17 and HH46 above.

**5-17 Child Information Panel (page 19)**

**FS11**, **FS12**, **FS13** and **FS14**

Please see customisation instructions to HH13, HH14, HH15 and HH16 above.

**Child’s Background Module**

**CB4** – **CB10**

The education-related background questions should be customised matching that described under the Woman’s Background Module above.

**CB12**

Please match any customisation done for WB19 as described above.

**Child Labour Module**

**CL1**

In most surveys, no change is necessary to the four questions [A]-[X] in CL1. However, please review to establish whether any country-specific example may be useful to include. All the activities listed in Questions [A] to [X] count as economic activities for the calculation of the child labour indicator and any additions or changes should be done according to the activities related to the individual question as described below.

Question [A] refers to a series of activities related to agriculture that the child may have worked on or helped with. [B] refers to a series of activities related to other types of family business, business that the child may own, or those owned by relatives, that the child may have worked with or without payment. [C] refers to producing or selling various types of products, such as articles, handicrafts, clothes, food or agricultural products. [X] is intended to capture all other activities for the production and/or distribution of goods and services that are not covered in the previous three questions. Please note that activities such as cleaning or cooking for the household are not meant to be captured here but in question CL11.

**CL4**, **CL5** and **CL6**

The three questions are designed to establish whether the child is working under hazardous conditions and describe the most common hazardous conditions under which child labourers may work. It is necessary to review the conditions included in these questions (in particular those listed in CL6) to identify whether they are adequate in the country-specific setting. Child Labour experts should be consulted, for instance within the Ministry of Labour, UNICEF, ILO, or others, as should previous stand-alone child labour surveys or surveys that included modules on child labour, i.e. a labour force survey. Additional questions can be added either before CL4, CL5, or CL6 (or within CL6, before CL6[X]). The decision on placement should be evaluated based on the particular question. Please retain the codes and keep [X] as the final question, as it is meant to pick up any other hazardous situation not directly asked.

If there is no demand or interest in learning the frequency of each individual type of hazardous conditions, skip instructions can be inserted so that the first ‘yes’ to any of the conditions in CL4, CL5 and CL6 skips to CL7. This will still allow computation of MICS Indicator 8.2 (SDG Indicator 8.7.1).

**CL7** and **CL9**

These two types of activities (either or both) can be removed from the questionnaire if not applicable in the country. If CL7 or CL9 are deleted, please delete also remove CL8 or CL10, respectively. If deleted in this direct form, any such infrequent activity should be captured in CL11[X] and an instruction to do so should be added to the instructions for interviewers.

**CL11**

This list includes the most common and time-consuming household chores. However, you may want to add country-specific chores that are not mentioned already. Please insert any additional chore above question [X] as this is meant to capture chores not specifically mentioned. Also, keep in mind that chores must not be economic activities as these are exclusively to be captured in CL1. In that respect also note that fetching water and collecting firewood are already asked in questions CL7 and CL9.

Consult with labour statistics experts on any desired changes to CL11.

**Child Discipline Module**

This module requires careful training of interviewers, editors, and supervisors. Questions in this module ask about disciplinary methods that may be very common and others that are strongly condemned, even prohibited, and attitudes towards methods of discipline vary a good deal among countries. Extra time is required to practice using these questions, in role-playing training sessions and during pilot study (field practice) interviews. Note that the field staff may have strong views on these disciplinary actions, and you must ensure that their views do not interfere with the collection of the information in the module.

Great care must be taken with the translation of questions in this module. The questions refer to disciplinary methods ranging from non-violent methods to psychological aggression and to physical punishment, so do not change the order of these questions. Note that we do not ask about the consequences of these actions, but only whether the actions have occurred. Practices common in one culture may be absent in another. The discipline items in the module have been chosen with expert assistance and aim to include behaviours that are universal – and that range from common behaviours to rare ones. When correctly translated, these practices should be understood and applicable in virtually all settings. Please read the instructions for each question to ensure that you and your translators know what is meant by each one.

**Child Functioning Module**

**FCF1**, **FCF5** and **FCF6A**

In some populations, the use and even knowledge of contact lenses is very uncommon. It is recommended to delete the red text, but at the same time instruct interviewers that any positive response on the use of contact lenses should be considered when asking question FCF6B. Please retain for the pre-test to present up-to-date information.

**FCF2**, **FCF7** and **FCF8A**

In some populations, the use and even knowledge of any hearing aid is very uncommon. It is recommended to delete this question, but at the same time instruct interviewers that any positive response on the use of hearing aid should be considered when asking question FCF8B. Please retain for the pre-test to present up-to-date information.

**FCF10** – **FCF15**

Questions and response categories should be customised to refer to only meters or yards, though it is also acceptable to retain both if both imperial and metric systems are commonly referred to.

The reference to a football field should also be customised to a length commonly known in the country. This could for instance be a cricket field, though a bit longer. Avoid using a reference that widely varies depending on local setting, such a market place. Also, avoid a reference to something that may not be known across the population or could be misrepresented, such as the length of the ‘Freedom Square’ in the capital city.

**Parental Involvement Module**

**PR7**

Replace text in red with the appropriate term for parent-teacher association (for example “community-teacher association”) and for school management committee (for example “school managing committee”).

**PR10**

Customise terms for student report cards, such as simply “student report”, “report card” “performance record”, etc.

**Foundational Learning Skills Module**

The module in the standard questionnaire is designed for countries that use two or more languages in schools. If by far the majority of schools in the country only teach in a single language (i.e. if curriculum only exists in a single language, apart from a few international schools), you may choose to use the module presented in Appendix F, which is prepared for a single language. Appendix F includes customisation guidelines similar to below.

In-depth development guidelines for the reading passages and comprehension questions are provided in Appendix E.

Note that there must be two reading passages available in each language (only one passage is necessary if only a single language as described in Appendix F).

Please review Appendix E carefully and develop per guidance.

**FL3**

Please see customisation guidance to HH12.

**FL7**

The response categories should be customised, typically by simply copying languages used for HH14-16. Languages for which a Reading & Numbers Book is available should be listed in categories 11-19, whereas languages without a book should be listed in 21 onwards.

**FL9A/B**

Identical to customisation done for FL7.

**FL9C**

Edit the red text in response category 1 to include only those languages in FL7/9 for which a Reading & Numbers Book is available. Edit the language categories listed in red in response category 2 to include those without book.

**FL10C**

Edit the languages in red text to list all languages for which a Reading & Numbers Book is available.

**FL13** – **FL18**

Please edit the red text to match the (first) text and responses developed for the practise section of the FL module booklet. The text and responses should be presented in all languages for which the practice is available.

**FL19**

The (first) reading passage developed should be inserted to replace the standard in red. Additional or less cells may be required. The passage should be presented in all languages for which a Reading & Numbers Book is available.

**FL20**

Edit the languages and number of words in the respective stories in red.

**FL21A**

Calculate 10% of the total number of words in each passage and language and round up to nearest number, e.g. if a passage has 72 words, 10% is 7.2, which rounded up is 8. With 8 or more mistakes, the child has a maximum score of 72-8=64. To pass the reading assessment, a child must achieve 90% correct, that is 64.8. 64 correct words is less than 90%, so at least 65 words correct is necessary.

**FL21B[A], [B], [C], [E], [F]**

Edit the questions and responses in red to those developed for the (first) passage. The questions and answers should be presented in all languages for which a Reading & Numbers Book is available.

**FL21D**

The response categories should be customised to match those for which a Reading & Numbers Book is available.

In the question text, select one of the options available, either “it” or “one of them”, choosing “it” if only two languages in total (there will only be one other language available after the first attempt).

**FL21G-L**

See above customisation guidance for the first practise (FL13-FL18).

**FL21O-FL22**

See above customisation guidance for the first reading passage, filters and comprehension questions (FL19-FL21B).

**FL module booklet**

Please follow instructions provided in Appendix E. The booklet should not be printed with questionnaires, but as a separate document. Please do not make design changes to the cover page, as it is meant to not distract the child in any way.

# APPENDIX A: The FGM/C Module in Surveys without the Fertility/Birth History Module

Three changes are necessary in the FGM/C Module in surveys that in the unlike event do not include the Fertility/Birth History Module. The Fertility Module is however necessary to include. To calculate MICS Indicator 8.11: Prevalence of FGM/C among girls, the questionnaire must capture the number of daughters, age 0-14, of women who have never heard of FGM/C. This information is captured in the Birth History, but without it, the Fertility Module will only reveal the number of daughters and not their ages.

The necessary three changes are listed below.

1: In FG2 change the skip from ‘End’ to ‘FG25’.

|  |  |  |
| --- | --- | --- |
| **FG2**. In some countries, there is a practice in which a girl may have part of her genitals cut.  Have you ever heard about this practice? | Yes 1  No 2 | 2*⇨FG25* |

2: In FG24 add skips to go to ‘End’ for all responses (1, 2, 3, and 8).

|  |  |  |
| --- | --- | --- |
| **FG24**. Do you think this practice should be continued or should it be discontinued? | Continued 1  Discontinued 2  Depends 3  DK 8 | 1*⇨End*  2*⇨End*  3*⇨End*  8*⇨End* |

3: Add questions FG25, FG26, FG27, and FG28, as well as tick-box for additional questionnaires. In high fertility countries and if space permits, you may want to add additional daughters to FG28, although more than 4 living daughters age less than 15 years old among women who have never heard of FGM will be a rare situation.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **FG25***.* *Check CM4 for Number of daughters at home and CM7 for Number of daughters elsewhere, and sum the answers here.* | | | TOTAL NUMBER OF LIVING  DAUGHTERS \_\_\_ \_\_\_ | | | |  |
| **FG26**. Just to make sure that I have this right, you have (total number in FG25) living daughters.  Is this correct?  **🞎** Yes  **🞎** One or more living daughters ⇨ Continue with FG27  **🞎** Does not have any living daughters ⇨ End  **🞎** No ⇨ Check responses to CM1 – CM11 and make corrections as necessary, until FG26 = Yes | | | | | | | |
| **FG27**. How many of them are less than 15 years old? | | | NO DAUGHTERS LESS THAN 15 00  NUMBER OF DAUGHTERS  LESS THAN 15 *\_\_\_ \_\_\_* | | | | 00*⇨End* |
| **FG28**. Please tell the age of each of your daughters who are not yet 15 years old?  *Probe:* How old were they at their last birthdays?  *If more than 4 daughters, use additional questionnaires.* | | | D1. AGE OF DAUGHTER #1 *\_\_\_ \_\_\_*  D2. AGE OF DAUGHTER #2 *\_\_\_ \_\_\_*  D3. AGE OF DAUGHTER #3 *\_\_\_ \_\_\_*  D4. AGE OF DAUGHTER #4 *\_\_\_ \_\_\_* | | | |  |
|  |  | |  |  | *Tick here if additional questionnaire used:* **🞎** | |

# APPENDIX B: Suggested Terms of Reference for Expert Group

**Terms of Reference for the**

**Country Multiple Indicator Cluster Survey year**

**Committee to Adapt the Breastfeeding and Dietary Intake (BD) Module**

1. **Background**

The Multiple Indicator Cluster Survey includes the complete set of “core” infant and young child feeding (IYCF) indicators published in 2008 by WHO with corresponding questions in the Breastfeeding and Dietary Intake (BD) Module. Procedures for adapting this module to the local context are somewhat more complicated than most other modules in the MICS questionnaires. Therefore, collaboration with local food and nutrition experts is recommended. The 2010 WHO document: Indicators for assessing infant and young child feeding practices: Part 2 Measurement, details the steps to take for local level adaptation; and the 2014 UNICEF document: Guidelines for the Customisation of Questionnaires outlines the recommended approach on customising the MICS module.

1. **Expected outputs**

* Revised Breastfeeding and Dietary Intake Module, BD1 to BD9, in line with WHO (2010) and the recommendations provided in the MICS Guidelines for the Customisation of Questionnaires.
* A short report providing details of customisation decisions.
* Revised Interviewer instructions for BD1 to BD9 in line with WHO (2010).
* Revised data processing syntax for affected nutrition tables in line with WHO (2008) and WHO (2010).
* A short, written comment on considerations and decisions in customisation process.
* Suggested translation of module to the most prevalent languages in country.

1. **Specific tasks and expected timeline for the Committee**

|  |  |  |
| --- | --- | --- |
|  | **Level of Effort** | **Task** |
| **1** | **1 hour** | Meeting with Survey management team |
| **2** | **1.5 days** | Adaptation of the questionnaires and interviewer instructions (make suggestions for the interviewer instructions). Translation to most prevalent language. |
| **3** | **2 hours** | Review meeting with survey management team |
| **4** | **0.5 days** | Work with survey coordinator and data processing expert to finalise the interviewer instructions and data processing syntax together |
| **5** |  | Further adaptation if necessary |

1. **Profile of team members**

* A group of at least 2 individuals knowledgeable about food and nutrition, especially feeding practices of young children (under-two) throughout different areas of the country
* Persons working for or affiliated with, the Ministry of Health, Nutrition Institutes, UN agencies, academic institutions, or other related institutions.

1. **Resource materials**

The below list of reference materials is in addition to material provided in the MICS Customisation Guidelines (<http://mics.unicef.org/tools?round=mics6#survey-design>):

1. WHO (2008) **Indicators for assessing infant and young child feeding practices:** Part 1 – Definitions:

<http://whqlibdoc.who.int/publications/2008/9789241596664_eng.pdf>

1. WHO (2010) **Indicators for assessing infant and young child feeding practices:** Part 2 – Measurement:

<http://whqlibdoc.who.int/publications/2010/9789241599290_eng.pdf>

1. USDA’s searchable database (if local food composition tables are unavailable): <http://ndb.nal.usda.gov/ndb/search/list>
2. Standard MICS Indicator List and Questionnaire for Children Under Five:

<http://mics.unicef.org/tools?round=mics6#survey-design>

1. Standard MICS Instructions for Interviewers:

<http://mics.unicef.org/tools?round=mics6#data-collection>

1. Standard MICS Tabulation Plan for Nutrition:

<http://mics.unicef.org/tools?round=mics6#analysis>

1. Standard MICS Tabulation Syntax for Nutrition:

<http://mics.unicef.org/tools?round=mics6#analysis>

# APPENDIX C: Key considerations when including the Social Transfers Module

This appendix provides a summary of key considerations for including questions related to Social Protection in the context of MICS. The key considerations presented here are drawn from a series of pilot-testing of the draft social protection module in various contexts between 2014 – 2015 (Kenya, Zimbabwe, Belize, and Vietnam). We refer to “Social Transfers Module” to mean “questions related to social protection” here as we recognise that the set of questions that have been developed for inclusion in MICS constitute only a part (though substantial) of the broader concept of “social protection”.

**Sampling:**

* Social transfer schemes tend to target economically disadvantaged households or those that are provided based on certain criteria. Recipients that are provided with transfers based on social and economic conditions tend to be clustered in certain geographical regions, areas, communities. Thus, at the national and even sub-national levels (provinces/states, districts), coverage estimates may be very low, while at the community-level the coverage may be high in specific areas.
* To generate meaningful estimates on coverage of the various social transfer schemes at the national and regional levels from MICS, it is important to take this condition into sampling considerations. **In some instances, oversampling of certain districts or clusters may be considered. However, it should be carefully considered, keeping the objectives of the full survey in mind, as there are opportunity costs associated with oversampling.** If oversampling is necessary to generate useful results (i.e. collecting enough cases to present statistically significant findings), but is not a realistic, practical or affordable option, the conclusion should be that the module should not be included in MICS.
* For special/targeted surveys that are implemented in selected sub-national regions/areas, where the coverage of transfer programmes is anticipated to be reasonably high, oversampling may not be required.
* It is highly recommended that the coverage of various social transfers are included in the usual sample size simulation runs performed during the sample design phase.

**Country customisation of questions:**

* **Standard questions are guided by UNICEF’s Social Protection Strategic Framework** and primarily covers questions on (1) social transfers; and (2) social protection interventions that enhance access to services (e.g., health and education services). Questions will need to be customised to be aligned to the national programmes.
* **Consider the scope, diversity, type, content, frequency of payment of social protection schemes (social assistance as well as social insurance programmes).** Recognise that countries have a diverse set of social protection mechanisms and systems in place, with varying degrees of maturity, with diverse intensity of coverage, and various eligibility criteria for beneficiaries. Also, recognise that while cash transfers and grants are intended to be disbursed regularly (though this may not always be the case), some social transfer schemes are seasonal (e.g., agricultural inputs) or for emergency relief purposes (e.g., public works projects) and tend to be restricted to specific regions within a given country and over a specific period. While acknowledging that all schemes are important, it is important for the country teams to **agree on a few of the major schemes that are of critical importance** (i.e., agree on a minimum number of social protection schemes for measurement) for which they wish to generate meaningful estimates to inform their policies and programmes.
* Countries may also consider setting aside questions (that are not in the standard set of questions) for **social protection-specific special studies that may be more targeted in certain geographical regions, clusters, areas and on specific population groups.** In special studies/targeted surveys, more questions on social protection can be asked.
* Customising questions in the module to be aligned to specific programmes in a given country **requires a larger involvement of** **not only the national statistics office but also with the key line ministry/ministries in charge of social protection/social welfare programmes than what is typically required from line ministries**. Details of the various social protection programmes (social transfers, health vouchers and insurance schemes, scholarships and fee waiver programmes, etc.) and eligibility criteria need to be provided by the key ministry/ministries. Experiences from pilot-testing in selected countries so far have revealed that the ministry in charge of social welfare as well as Ministry of Education are critical stakeholders with information that enable meaningful country customisation of the module. Formation of technical committees is recommended. For TOR on the committee and guidelines on country customisation, please refer to: <http://mics.unicef.org/tools#survey-design> under “Preparing for Fieldwork.”

**Training of interviewers and supervisors:**

* Survey managers need to ensure that a thorough **review is undertaken on the background documents** of the country’s social protection programmes and schemes. It is important that interviewers share the same knowledge and ask questions the same way and use a consistent language in additional explanations and probing. To ensure that interviewers are fully equipped with knowledge and tools required to collect data on social protection schemes, a simple table of describing each scheme, who it targets, eligibility criteria, geographical areas of concentration, etc. may be **included in the interviewers training manual and be covered during interviewers training**.
* Critical that **national and sub-national level counterparts from the statistics office as well as social welfare and other line ministries/departments participate in the training of interviewers** to review questions and can elaborate on each scheme as well as to answer any questions from interviewers on the key concepts that are being measured.

**Interpretation of data:**

* The scope, diversity, type and content of social protection programmes differ by country. In some countries, primary education is free for all. In some countries, health insurance may be provided to all (through the national health insurance programme and/or private sector). **Comparison of coverage estimates across countries need to be handled carefully, taking this diversity across countries into consideration.**
* The field of social protection is evolving, and even within the same country the content and eligibility of certain schemes may change over time. **Comparison of coverage estimates over time in a given (same) country needs to be handled carefully, taking this evolving nature across time into consideration.**

**Comparing coverage estimates generated from household surveys against administrative data:**

* Countries have administrative data systems that track cash transfers and child grants/benefits disbursed to beneficiaries. The level of availability and quality of admin data may differ by social protection scheme, by the scale of schemes as well as donor reporting requirements (in countries where key social transfer programmes are financially supported by external funders). When coverage estimates are generated from MICS, it is important to **keep in mind that the estimates from surveys may not be entirely comparable to estimates obtained from admin data systems, particularly if the admin data systems are not up-to-date, complete or the quality of data reported is a concern.**
* In Vietnam, where administrative data records for the major transfer programmes were available and accessible, a one-to-one matching exercise was carried out to compare data on recipients collected from households against those maintained in the administrative data systems. The result of the analysis revealed a good match, suggesting that the questions customised for Vietnam resulted in valid responses.
* It should be noted that validity also depends on how well the questions are customised and sufficiently aligned to the national social protection schemes to enable reliable responses from respondents, and other country-specific factors that are not known to us at present.

# APPENDIX D: Options for the Fertility/Birth History Module

As described in the main document, there are options for customisation of these linked modules. Please discuss these with the Regional MICS Coordinator:

* For measuring child mortality and fertility it is recommended to retain the modules as is.
* If only a summary birth history is desired (for calculation of indirect child mortality rates and 1-year fertility rates): Delete the two modules and replace with the Fertility module presented below.
* If no child mortality and fertility indicators are desired, the recommendation is to retain the summary birth history, as the methodology is tried and tested, and known to typically elicit a better response coverage of recent live births, which are still needed to establish eligibility for the following modules. It will also allow calculating the mentioned mortality and fertility indicators, which are excellent markers of the survey’s overall data quality. Should the desire still be to remove, please delete the two modules and replace as described below the Fertility Module in this Appendix.

|  |  |  |
| --- | --- | --- |
| **FERTILITY CM** | | |
| **CM1**. Now I would like to ask about all the births you have had during your life. Have you ever given birth?  *This module history should only include children born alive. Any stillbirths should not be included in response to any question.* | YES 1  NO 2 | 2*⇨CM8* |
| **CM2**. Do you have any sons or daughters to whom you have given birth who are now living with you? | YES 1  NO 2 | 2*⇨CM5* |
| **CM3**. How many sons live with you?  *If none, record ‘00’*. | Sons at home \_\_ \_\_ |  |
| **CM4**. How many daughters live with you?  *If none, record ‘00’*. | Daughters at home \_\_ \_\_ |  |
| **CM5**. Do you have any sons or daughters to whom you have given birth who are alive but do not live with you? | YES 1  NO 2 | 2*⇨CM8* |
| **CM6**. How many sons are alive but do not live with you?  *If none, record ‘00’*. | Sons elsewhere \_\_ \_\_ |  |
| **CM7**. How many daughters are alive but do not live with you?  *If none, record ‘00’*. | Daughters elsewhere \_\_ \_\_ |  |
| **CM8**. Have you ever given birth to a boy or girl who was born alive but later died?  *If ‘No’ probe by asking:*  I mean, to any baby who cried, who made any movement, sound, or effort to breathe, or who showed any other signs of life even if for a very short time? | YES 1  NO 2 | 2*⇨CM11* |
| **CM9**. How many boys have died?  *If none, record ‘00’*. | Boys dead \_\_ \_\_ |  |
| **CM10**. How many girls have died?  *If none, record ‘00’*. | Girls dead \_\_ \_\_ |  |
| **CM11**. *Sum answers to CM3, CM4, CM6, CM7, CM9 and CM10.* | Sum \_\_ \_\_ |  |
| **CM12**. Just to make sure that I have this right, you have had in total (***total number in CM11***) births during your life. Is this correct? | Yes 1  No 2 | 1*⇨CM14* |
| **CM13***. Check responses to CM1-CM10 and make corrections as necessary until response in CM12 is ‘Yes’.* |  |  |
| **CM14A**. *Check CM11. How many live births?* | No live births, CM11=00 0  One live birth Only, CM11=01 1  Two or more live births,  CM11=02 or more 2 | 0*⇨End*  1*⇨CM15A*  1*⇨CM15B* |
| **CM15A**. In what month and year was your child born?  **CM15B**. In what month and year was the last of your (***total number in CM11***) births?  *Month and year must be recorded.* | Date of Last birth  Month \_\_ \_\_  Year \_\_ \_\_ \_\_ \_\_ |  |
| **CM16A**. *Check CM11. How many live births?* | One live birth Only, CM11=01 1  Two or more live births,  CM11=02 or more 2 | 1*⇨CM17* |
| **CM16B**. In what month and year was the first of your (***total number in CM11***) births? | Date of First birth  Month \_\_ \_\_  DK Month 98  Year \_\_ \_\_ \_\_ \_\_  DK YEAR 9998 |  |
| **CM16C**. *Check CM16B. Is year of birth recorded?* | Yes 1  No 2 | 1*⇨CM17* |
| **CM16D**. How many years ago did you first give birth?  *Probe:*  How old is or would your child have been today?  How old were you when your child was born?  *If using the second probe, remember to use respondent’s age to calculate completed years since first birth.* | Completed years  since first birth \_\_ \_\_ |  |
| **CM17**. *Check CM15A/B: Last birth occurred within the last 2 years, that is, since (****month of interview****) in (****year of interview minus 2****)?*  *If the month of interview and the month of birth are the same, and the year of birth is (****year of interview minus 2****), consider this as a birth within the last 2 years.* | No live births in the last  2 years 0  One or more live births in  the last 2 years 1 | 0*⇨End* |
| **CM18**. *Ask for the name of the last-born child.*  *If the child has died, take special care when referring to this child by name in the following modules.* | Name of last-born child |  |

If no data on fertility and mortality is desired, please use below subset:

|  |  |  |
| --- | --- | --- |
| **FERTILITY CM** | | |
| **CM1A**. Now I would like to ask about births you have had during your life. Have you ever given birth?  *This module should only include children born alive. Any stillbirths should not be included in response to any question.* | YES 1  NO 2 | 1*⇨CM15C* |
| **CM8**. Have you ever given birth to a boy or girl who was born alive but later died?  *If ‘No’ probe by asking:*  I mean, to any baby who cried, who made any movement, sound, or effort to breathe, or who showed any other signs of life even if for a very short time? | YES 1  NO 2 | 2*⇨End* |
| **CM15C**. In what month and year was your (last) child born?  *Month and year must be recorded.* | Date of Last birth  Month \_\_ \_\_  Year \_\_ \_\_ \_\_ \_\_ |  |
| **CM17**. *Check CM15C: Last birth occurred within the last 2 years, that is, since (****month of interview****) in* *(****year of interview minus 2****)?*  *If the month of interview and the month of birth are the same, and the year of birth is (****year of interview minus 2****), consider this as a birth within the last 2 years.* | No live births in the last  2 years 0  One or more live births in  the last 2 years 1 | 0*⇨End* |
| **CM18**. *Ask for the name of the last-born child.*  *If the child has died, take special care when referring to this child by name in the following modules.* | Name of last-born child |  |

# APPENDIX E: Development of the reading story and comprehension questions in the Foundational Learning Skills Module

The MICS Foundational Learning Skills module measures reading and numbers skills at Grade 2 level. As part of the reading task, children age 7-14 years will read a short story and answer comprehension questions. The results will determine whether the interviewed children can read and understand Grade 2 level texts.

Based on experience and the literature, a method to develop rigorous testing material has been developed. Please follow closely the guidelines described below. If you encounter problems or have questions, please contact the Regional MICS Coordinator, who will direct your questions to UNICEF’s experts.

Several languages may be used to teach reading in Grade 2. The survey management must seek to form a group of experts, who together and independently will develop reading material in languages in which they are fluent. This team will rely on their experience of the language and culture to write material that is relevant to the children.

There are three possible paths to produce the stories and questions for the reading task:

1. Adapt the available MICS stories and questions (in English, French, Spanish, Arabic and Russian)
2. Translate and adapt the available MICS stories and questions (from English, French, Spanish, Arabic and Russian) into another language
3. Produce new stories and questions from scratch, in any language, based on the guidelines below

If you develop the story in more than one language, you may use combinations of these paths. For instance, in Kenya, you could use Path A for English, Path B for Kiswahili and Path C for Dholuo. But if you want to develop your own story in all languages, using Path C, you can also do that.

The first decision is: **In which language(s) will you present the story?** If more than one language is used in the country for learning to read, you should present a story for each language. The stories in the different languages may be translations of one another, or they may be different stories, as deemed convenient. However, each child will answer the reading task in one language only: the language used by his/her teacher most of the time (or at home, if child is not in school).

**Regardless of which path you take, for each language you must check the story and questions against the 2nd grade reading or language books**[[1]](#footnote-2) **in that language**:

* Use all reading or language textbooks or supplementary books for 2nd grade.
* Do not use books for other subjects like math or science.
* Include only books used by students. Do not include books used by teachers.
* Make sure that all the words in the story and questions also appear in the 2nd grade books. Make a record of the review, for instance in an Excel sheet (an example can be shared), recording frequency of each word in the story as it appears in the 2nd grade books. Location of words may also be recorded.
* If a word in the story or questions does not appear in the books, you must change that word to another one that appears in the books.
* The new word does not need to be a synonym or equivalent to the old word, but it must make sense in the story. For instance, in some cases you can change the word “banana” to “apple”, or vice versa. Document these changes.
* Share an English, French or Spanish translation of the story and questions with the Regional MICS Coordinator, who will distribute as needed within the Global MICS Team.
* Also share a scanned (.pdf) version of the book(s) with the Regional MICS Coordinator, who in turn will share with experts for a final review.

**The procedures described above apply even if you use the available MICS stories and questions in English, French, Spanish, Arabic and Russian!**

The remaining guidelines apply only if you opt for Path C.

**Additional instructions for path C**

## C1. Select passages and analyse the textbook.

In each textbook, select all passages with text that students read, such as stories (including titles), sentences or words. Do not include the instructions[[2]](#footnote-3) intended for students or teachers, or any comprehension questions[[3]](#footnote-4). Primarily focus your text selection on stories and text students are expected to read, and if need be, sentences or words students are expected to be able to read can be included. Please see the below screenshots for examples of text to select within a book.

**Examples of text to select: select the text in red [ ]. Exclude the text with the blue**

 

Once you select the appropriate text in the textbook(s), type all the selected content in Word.

* If the textbook is already in Word, just create a new document with the selected content.
* If the textbook must be typed into Word, use the simplest format possible. Avoid bullet points, formatting (bold, italic, underline), columns or tables. Even if the texts are presented in the textbook using fancy formatting, type each story/text line by line without formatting.
* Separate each story with a line break.
* Reproduce words and sentences exactly as in the book. Do not omit accents or syllables.
* Delete punctuation and quotation marks.
* Double check that spelling and word separation are identical in your file and the book.
* Include all the selected content of all the books. The more stories/texts/words the better.
  + Using the “tool – word count” option in Word, make sure you have at least 500 words.
  + If you have less, include Grade 1 textbooks.

**Example of typed text based on the above two pages of textbook:**

Umi looked at the new house it was so different there were heavy wooden doors she missed the light paper doors of her old home there were cold tile and wood floors she missed the light bamboo floors of her old home Umi’s father answered a knock at the door a family came in with a cake the girl smiled shyly my name is Kate want to play Umi smiled back

It was time to head home from school Lee could not find his hat he had seen Jim near the hats and coats earlier you took my hat Lee said Jim said he did not but he would be happy to help Lee look for it an angry lee grabbed his coat to put it on his hat fell out of his own coat pocket I’m sorry he said to Jim I should have known you wouldn’t take my hat I’ll think and look next time before I talk

Analyse the textbook by listing all the words once by frequency:

* + To determine how many of each word there are, you can use an online word frequency count tool[[4]](#footnote-5). Make sure that the tool supports the language of the text. Double check that special characters and different scripts work with the tool you choose. For example: <http://countwordsfree.com/> or <http://www.textfixer.com/tools/online-word-counter.php>

Here is an example based on the text in the above textbook:

 

Examine the words:

* Are there any noticeable issues in the frequency word list? Examples of issues could be:
  + A word that is very rare in the language appears as very frequent.
  + A word that does not exist in the language appears as very frequent or frequent.
  + A word with the wrong spelling in the language appears as very frequent.

If you notice an issue with the word list, go back to the original typed textbooks and look at the stories that include the issue(s) identified. Perhaps they have been mistyped or some stories/words appear multiple times? Compare the typed text with the corresponding material in the textbook(s). Correct the possible error in the typed textbooks and re-run the analysis with the issues corrected.

* Another issue with unusually frequent words comes from the topic covered in the textbook. Some textbooks include a series of stories that are all about the same character or the same environment.
  + For example, you could have a Grade 2 textbook that would present stories about an elephant who lives in the savannah. As a result, the frequency analysis might reveal that words such as elephant and savannah are very frequent but that’s only the case because of the textbook’s topic. If the textbook is focused on a particular character or topic, make sure that you consider with caution the words that deal with that topic. They may be exceptionally frequent in this textbook as compared to other texts in the language.
* Are there proper nouns such as people’s first names, or names of countries, cities, or villages in the list? Remove those words them from the list.

## C2. Write a story to include in the MICS assessment.

Start by printing the list of words. Identify the most frequent articles, nouns, adjectives, verbs and adverbs. They will help you write the story using words that are the most likely to be known by Grade 2 students.

The story you will write will comprise the equivalent of 60 to 70 English words. This equivalence may represent either more words in languages like Vietnamese, where most words are monosyllabic; or fewer words in agglutinative languages such as Kiswahili (about 45 words) and other Bantu languages.

* In order to control for the number of words and make sure that the story is not too long, experience shows that it helps to draw 6 lines on a piece of paper. Start writing your story by aiming at writing about 10 words per line. Write the story freely and then revise it by removing and or adding words on each line.
* You can use the frequent words from the word list. As you build the story, make sure that any other words you use are in the word list. This will help you ensure that the story level is Grade 2.
  + When a given word has more than one meaning, search for the word in the document including the typed texts. Check its meaning in the Grade 2 textbook. When using the word in the story, make sure that it aligns with the meaning intended in the textbook.

The story you will write must be a narrative text. Narrative texts follow this structure:

* They have settings and characters that are generally introduced at the beginning.
* Then by the middle of the story, characters are faced with a problem, or something surprising happens to them.
* The story develops and in the end, characters find a solution to the problem and the story concludes.

The following template can help you write narrative texts that are not too long:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Line # | Approximate number of words | Story |  |  |
| 1 | 10 to 15 words |  |  | Write about the story’s settings and characters |
| 2 | 10 to 15 words |  |
| 3 | 10 to 15 words |  |  | Write about the problem or the surprising event |
| 4 | 10 to 15 words |  |
| 5 | 10 to 15 words |  |  | Write about how the problem is solved and how the story ends. |
| 6 | 10 to 15 words |  |

The story must be fictional.

* No one will have heard about this story before. You must create it entirely from scratch.
* The characters and settings must be new. Avoid naming characters or using settings that are identical to the textbook. Avoid naming characters or using settings that are similar to a well-known story in the country, or to an already existing tale or legend.
* Children will read better if the story is positive and does not generate stress or sadness. Think about a topic or problem/resolution that would not remind children of a traumatic or violent event. Narrative stories should deal with topics that children are familiar with and remind them of happy moments/events in their life and in the life of the characters.
* Choose topics that are familiar to all children who are speakers of the language. They must be equally understood by all of them, whatever their gender (male/female), social status (poorer/richer), location (urban/rural), etc.

Other important criteria of the story’s content:

* Includes 1 or 2 characters (3 is a maximum). Stories with few characters are better understood.
* Is located in 1 or 2 settings / places. Settings are more memorable if they are limited in number.
* Prioritise short words over long words. Grade 2 words are generally 1 to 2 syllables long, usually from 1 to no longer than 6 letter words, although this varies by language. If you have to use longer words, do not use too many of them, do not repeat them too often, and make sure that these longer words are high frequency words in the language. However, some languages are made of long words. Finding words that are 1 to 2 syllables long in such cases can be difficult. You can determine what a short word is in your language by analysing word length in your word list (see appendix). Throughout the narrative story you create, try to avoid using words that are longer than the most frequent word length (+/- 1 or 2 letters).
* Remember that a sentence that a child can easily understand orally can be hard to understand in writing. Use short sentences and whenever you can, reduce sentence length by dividing a long sentence into two short sentences. Use connecting words to make sure that the text can be read naturally. The use of simple grammatical structure and few complements also helps minimise the sentence length. A rule of thumb is to keep sentence length below 5 or 6 words. (But once again, this also varies by language; for instance, for languages like Kiswahili, with long words, the maximum number of words per sentence may have to be lower than that; on the other hand, in languages like Vietnamese, comprising mostly monosyllabic words, the maximum number of words per sentence may be higher.) When in doubt, make sure to follow the style found in the textbook.
* Review the language with educators. Ask teachers, academics and textbook developers. Check for typos. Also, make sure that the words are separated/spaced properly. Ensure that accents and punctuation marks are correct. Make sure that the writing conventions are those respected in the classroom. When there are conflicting instructions on how a word is spelled, always ensure that you follow best practice.

## C3. Write comprehension questions based on the story.

You will create three literal questions and two inferential questions in relation to the text. The guidelines below will ensure that the questions you create are adequate.

## Literal questions

Literal questions are questions that can be answered by using information directly available in the text.

* If the text is 60 words long, the first literal question should deal with the events that are located in the first 30 words (first half of the text).
* Literal questions should have one single answer in the text. For example:

|  |  |  |
| --- | --- | --- |
| Story: | Question | Single answer in the text |
| Ama is 7 years old. | How old is Ama? | (Ama is) 7 (years old) |
| She lives in the city | Where does Ama live? | (She lives) in the city |

Note: Choose questions that will prompt answers that are either right or wrong in a clear-cut way. Avoid questions that will lead to incomplete answers. For instance, if in a different story, Toto’s favourite shirt is green and red, then there are several possible answers. Avoid such questions. Change the story or the question to ensure that there is only one answer.

* Avoid two-alternative questions, such as “Yes / No” and “Either / or questions”.
  + Avoid “Yes / No” questions like “Does Ama lives in the city?”
  + Avoid “either /or” questions like “Is Ama’s shirt green or yellow?”
* Avoid questions that rely on prior knowledge. The answer must be in the text, but in addition you must make sure that the only way to find the answer is to look for it in the text.
* The story and the questions must refer to characters, places and objects in the same way. If the story talks about Ama, ask the question “How old is Ama?”, not “How old is the girl?”

## Inferential questions

Inferential questions ask the reader to make connections that are not explicit in the story. The reader will have to use information implied in the text to infer the connection. For example:

|  |  |  |
| --- | --- | --- |
| Story: | Question | Response |
| Ama ate fish today. The fish smelled funny. | Why is Ama sick? | Because she ate bad fish. |
| Now Ama feels sick. |

* In order to answer the question, the reader must understand that the fish caused Ama’s sickness. The text does not explicitly state this connection; therefore, the question is inferential.

The following question is not inferential because the connection, this time, is explicitly stated in the text:

|  |  |  |
| --- | --- | --- |
| Story: | Question | Response |
| Ama was happy because she received a present for her birthday. | Why was Ama happy? | Because she received a present for her birthday. |

* The connection between Ama’s happiness and the present is explicitly stated in the text. The question is therefore not inferential.

The inferential questions you develop must also:

* Refer to characters places and objects the same way they are referred to in the text.
* Have one single possible answer in the text.
* Have its answer located anywhere in the story.
* The inference questions should rely on what is said in the story, not on a student’s prior knowledge.

# APPENDIX F: The FL Module in Surveys with only one language for testing

As described above in the customisation guidance for the FL module, the standard FL module is designed for surveys testing in more than one language. Should the circumstances of the survey population require testing in only one language, please customise as described below.

Please note that similar changes should be applied to the Instructions for Interviewers.

Before beginning any detailed customisation, replace the entire set of questions FL7 to FL22F with the below set. The operation should result in question FL21B[F] being followed by FL23. After this cut and then copy/paste operation is complete, go through the customisation instruction that follows.

|  |  |  |
| --- | --- | --- |
| **FL7**. Which language do you speak most of the time at home?  *Probe if necessary and read the listed languages.* | **Reading test available**  English 11    **READING TEST NOT AVAILABLE**  LANGUAGE 21  OTHER (*specify*) 96  DK 98 |  |
| **FL8**. *Check CB7: In the current school year, did the child attend school or any early childhood education programme?*  *Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.* | Yes, CB7/ED9=1 1  No, CB7/ED9=2 or blank 2 | 1*ðFL9A* |
| **FL8A**. *Check CB4: Did the child ever attend school or any early childhood education programmes?*  *Check ED4 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB4 was not asked.* | Yes, CB4/ED4=1 1  No, CB4/ED4=2 or blank 2 | 1*ðFL9B*  2*ðFL9C* |
| **FL9A**. What language do your teachers use most of the time when teaching you in class?  **FL9B**. When you were in school, what language did your teachers use most of the time when teaching you in class?  *Probe if necessary and read the listed languages.* | **Reading test available**  English 11    **READING TEST NOT AVAILABLE**  LANGUAGE 21  OTHER (*specify*) 96  DK 98 | 11*⇨FL10A* |
| **FL9C**. *Check FL7: Is READING & NUMBERS BOOK available in the language spoken at home?* | Yes, FL7=11 1  No, FL7=21, 96 or 98 2 | 1*FL10B*  2*FL23* |
| **FL10A**. Now I am going to give you a short story to read in (***Language recorded in FL9A/B***). Would you like to start reading the story?  **FL10B**. Now I am going to give you a short story to read in (***Language recorded in FL7***). Would you like to start reading the story? | YES 1  NO 2 | 2*⇨FL23* |
| **FL11**. *Check CB3: Child’s age?* | Age 7-9 years 1  Age 10-14 years 2 | 1*ðFL13* |
| **FL12**. *Check CB7: In the current school year, did the child attend school or any early childhood education programme?*  *Check ED9 in the EDUCATION Module in the HOUSEHOLD QUESTIONNAIRE for child if CB7 was not asked.* | Yes, CB7/ED9=1 1  No, CB7/ED9=2 or blank 2 | 1*ðFL18B* |
| **FL13**.*Give the child the Reading & Numbers Book.*  *Open the page showing the reading practice item and say:*  Now we are going to do some reading. *Point to the sentence.* I would like you to read this aloud. Then I may ask you a question.  ***English: Sam is a cat. Tina is a dog. Sam is 5. Tina is 6.*** | | |
| **FL14**. *Did the child read every word in the practice correctly?* | Yes 1  No 2 | 2*FL23* |
| **FL15**. *Once the reading is done, ask:*  **How old is Sam?** | Correct  **5** 1  Other answers 2  No answer after 5 seconds 3 | 1*⇨FL17* |
| **FL16**. *Say:*  **Sam is 5 years old.** |  | *⇨FL23* |
| **FL17**. Here is another question:  **Who is older: Sam or Tina?** | Correct  **TINA** 1  Other answers 2  No answer after 5 seconds 3 | 1*⇨FL18A* |
| **FL18**. *Say:*  **Tina is older than Sam. Tina is 6 and Sam is 5.** |  | *⇨FL23* |
| **FL18A**. *Turn the page to reveal the reading passage. Say:*  Thank you. Now I want you to try this. |  | *⇨FL19* |
| **FL18B**. *Give the child the Reading & Numbers Book.*  *Open the book on the page of the reading passage.* |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **FL19.** Here is a story. I want you to read it aloud as carefully as you can.  You will start here *(point to the first word on the first line)* and you will read line by line *(point to the direction for reading each line)*.  When you finish, I will ask you some questions about what you have read.  If you come to a word you do not know, go on to the next word.  Put your finger on the first word. Ready? Begin. | Moses | is | in | class | two. | One | day, |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Moses | was | going | home | from | school. | He |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| saw | some | red | flowers | on | the | way. |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| The | flowers | were | near | a | tomato | farm. |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| Moses | wanted | to | get | some | flowers | for |
| 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| his | mother. | Moses | ran | fast | across | the |
| 36 | 37 | 38 | 39 | 40 | 41 | 42 |
| farm | to | get | the | flowers. | He | fell |
| 43 | 44 | 45 | 46 | 47 | 48 | 49 |
| down | near | a | banana | tree. | Moses | started |
| 50 | 51 | 52 | 53 | 54 | 55 | 56 |
| crying. | The | farmer | saw | him | and | came. |
| 57 | 58 | 59 | 60 | 61 | 62 | 63 |
| He | gave | Moses | many | flowers. | Moses | was |
| 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| very | happy. |  |  |  |  |  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 |

|  |  |  |
| --- | --- | --- |
| **FL20**. *Results of the child’s reading.*  *Incorrect or missed words (B) are those marked incorrect while reading plus the difference between the number of the last word in the story (****72****) and the last word attempted (A).*  *If the child did not try to read the story, record ‘00’ as the last word attempted (A).* | Last word attempted  (A) Number \_\_ \_\_    Total number of words incorrect or missed  (B) Number \_\_ \_\_ |  |
| **FL21A**. *Check FL20(B): Did the child incorrectly read or miss* ***8*** *or more words?* | yES, AT LEAST **8** incorrect WORDS 1  NO, LESS THAN **8** incorrect WORDS 2 | 1*⇨ FL23* |
| **FL21B**. Now I am going to ask you a few questions about what you have read.  *If the child does not provide a response after a few seconds, repeat the question. If the child seems unable to provide an answer after repeating the question, mark ‘No response’ and say:* Thank you. That is ok. We will move on.  *Make sure the child can still see the passage and ask:* |  |  |
| [A] **What class is Moses in?** | Correct  **Two** 1  Incorrect 2  No response / Says ‘I don’t know’ 3 |  |
| [B] **What did Moses see on the way home?** | Correct  **flowers** 1  Incorrect 2  No response / Says ‘I don’t know’ 3 |  |
| [C] **Why did Moses start crying?** | Correct  **Because he fell** 1  Incorrect 2  No response / Says ‘I don’t know’ 3 |  |
| [D] *Check FL21B[A-C]: Did the child answer all three questions correctly?* | yES, all correct, FL21B[A-C]=1 1  NO, at least one incorrect or with no response/DK 2 | 2*⇨ FL23* |
| [E] **Where did Moses fall?** | Correct  **near a banana tree** 1  Incorrect 2  No response / Says ‘I don’t know’ 3 |  |
| [F] **Why was Moses happy?** | Correct  **Because the farmer gave him many flowers or Because he had flowers to give to his mother** 1  Incorrect 2  No response / Says ‘I don’t know’ 3 |  |

Once you have completed this initial replacement, continue with the below guidance.

**FL3**

Please see customisation guidance to HH12.

**FL7**

The response categories should be customised, typically by simply copying languages used for HH14-16. Languages for which a Reading & Numbers Book is available should be listed in categories 11-19, whereas languages without a book should be listed in 21 onwards. This appendix describes how to customise if only one language, so FL7 should one have one language category available under “Reading test available”.

**FL9A/B**

Identical to customisation done for FL7.

**FL9C**

Edit the red text in response category 1 to include only the language in FL7/9 for which a Reading & Numbers Book is available. Edit the language categories listed in red in response category 2 to include those without book.

**FL13** – **FL18**

Please edit the red text to match the text and responses developed for the practise section of the FL module booklet.

**FL19**

The reading passage developed should be inserted to replace the standard in red. Additional or less cells may be required.

**FL20**

Edit the number of words in the story (in red).

**FL21A**

Calculate 10% of the total number of words in the passage and round up to nearest number, e.g. if a passage has 72 words, 10% is 7.2, which rounded up is 8. With 8 or more mistakes, the child has a maximum score of 72-8=64. To pass the reading assessment, a child must achieve 90% correct, that is 64.8. 64 correct words is less than 90%, so at least 65 words correct is necessary.

**FL21B[A], [B], [C], [E], [F]**

Edit the questions and responses in red to those developed for the passage.

**FL module booklet**

Please follow instructions provided in Appendix E. The booklet should not be printed with questionnaires, but as a separate booklet. Please do not make design changes to the cover page, as it is meant to not distract the child in any way.

1. Check against 2nd grade government-approved language or reading books. If that is not feasible, use reading story books that are government approved for grade 2. [↑](#footnote-ref-2)
2. Instructions can deal with how the student will read the text or the goal of an exercise. Other instructions can be directed at the teacher or parent and explain what to tell/instruct students. Exclude all instructions. [↑](#footnote-ref-3)
3. Some textbooks are made of texts/stories to read and followed by comprehension questions and sometimes their answer – exclude both comprehension questions and answers. [↑](#footnote-ref-4)
4. If you are unable to do so, please contact the Regional MICS Coordinator for detailed instructions on how to perform a manual word count using Excel. [↑](#footnote-ref-5)